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Iowa School for the Deaf  
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Lakeside Lab Regents Resource Center  
Quad-Cities Graduate Center  
Southwest Iowa Regents Resource Center  
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December 12, 2008

Michael E. Marshall  
Secretary of the Senate  
State Capitol Building  
Des Moines, IA 50319

Mark Brandsgard  
Chief Clerk of the House  
State Capitol Building  
Des Moines, IA 50319

RE: Diversity and Minority and Women Educators Program Annual Reports for 2008

Dear Members of the Iowa General Assembly:

Pursuant to Iowa Code §§19B.5(3) and 262.93, enclosed are the Board of Regents Diversity and Minority and Women Educators Program Annual Reports for 2008.

If there are any questions concerning these reports, please do not hesitate to contact us.

Sincerely,

Robert Donley

H:\BF\Legislative\2009 Session\responses\2008diversityreport\_121208.doc  
Enclosure

cc: Dwayne Ferguson, LSA  
Legislative Liaisons  
Legislative Log

Contact: Marcia Brunson

### ANNUAL DIVERSITY REPORT

**Actions Requested:** (1) Receive the annual reports on Affirmative Action, the Minority and Women Educators Enhancement Program and the Affirmative Action Cost Report; and (2) Approve the submission of these reports in accordance with Iowa Code §19B.5 and §262.93 to the Iowa General Assembly.

#### **Executive Summary:**

This report consists of three sections – the Annual Affirmative Action Report, the Annual Report on the Regents Minority and Women Educators Enhancement Program, and the Affirmative Action Cost report. All three reports are required by the Iowa Code.

### ANNUAL AFFIRMATIVE ACTION REPORT

This report summarizes the activities of the Regent institutions during the past year (October 1, 2007, through September 30, 2008) in providing equal employment opportunities for administrators, faculty, and staff. Directors of Equal Opportunity and Diversity at the universities will be present at the meeting to provide brief comments and to respond to questions.

The Regent universities are “federal contractors” under Executive Order 11246 because they have fifty or more employees and have federal contracts exceeding \$50,000. Therefore, each university must develop an annual affirmative action program plan that includes:

- Plans and programs that recruit and advance employing and contracting with minorities and women.
- Reports of affirmative actions taken and progress made to employ and advance in employment qualified persons who are members of racial/ethnic minority groups, women, persons with disabilities, disabled veterans, and veterans of the Vietnam era;
- Statements of policies and procedures that advance affirmative action for underutilized populations and equal opportunity and access for qualified members of protected classes, such as racial/ethnic minority groups, women, persons with disabilities, disabled veterans, and veterans of the Vietnam era;
- Processes for responding to formal and informal complaints and promoting nondiscrimination.

The tables in Attachment A provide comparison over the past ten years by Primary Occupational Activity group (POA). The statistics are prepared from workforce data compiled for all regular, full-time and part-time employees working 50% or more for the period October 1, 2007, to September 30, 2008, using federal guidelines prescribed by the Office of Federal Contract Compliance Programs.

It is important to note other reports may use different data sources, time periods, and definitions; thus, prudence should be used when comparing data in this report to data in other workforce-related reports. As an example, this report includes deans, directors, and departmental executive officers who fold faculty rank in the POA group for Executive, Administrative, and Managerial Staff. Other reports may include these individuals in the faculty category.

Overall in the last ten years, progress has been shown in the following areas:

Executive/Administrative/Managerial		
	<u>1998</u>	<u>2008</u>
Females	27.7%	37.4%
Minorities	7.5%	7.9%
Faculty tenure track		
Females	27.4%	31.8%
Minorities	12.1%	17.9%

Employment in three POAs reflected decreases in females:

	<u>1998</u>	<u>2008</u>
Secretarial/Clerical	88.4%	87.4%
Skilled Crafts	7.5%	7.1%
Service/Maintenance	54.7%	52.3%

Peer group comparisons have limited meaning in the affirmative action area in most employment categories. The affirmative action efforts put forth by the Iowa Regent universities are geared toward meeting or exceeding goals set for occupational categories based upon the availability for each job group within specific geographic areas. Availability in recruitment pools is a major factor in affirmative action. Most of the job applicants for positions at the universities come from Iowa where there is a limited pool of minorities.

Since the recruitment for faculty is on a national or even international basis, comparison data on the percentages of women and minorities in the faculty ranks at peer institutions is provided below. This data originates from the Integrated Post Secondary Data System (IPEDS) and reflects only full-time faculty for Fall 2007; whereas, the data provided in Attachment A reflects faculty with 50% and greater appointments in Fall 2008. Workforce data as portrayed in Attachment A is not available for peer institutions.

Full-Time Tenured and Tenure Track  
Fall 2007

	PERCENT FEMALE	PERCENT MINORITY
<b>University of Iowa</b>	<b>29.1</b>	<b>15.4</b>
Big 10	29.4	16.9
Peer Group	29.4	16.6
<b>Iowa State University</b>	<b>27.9</b>	<b>17.5</b>
Big 12	27.9	14.3
Peer Group	28.3	16.8
<b>University of Northern Iowa</b>	<b>41.8</b>	<b>10.0</b>
Peer Group	38.1	15.4

The following table provides a comparison of overall employment at the five Regent institutions with the remainder of state government:

	Regents				State				2000 Census Iowa Labor Force
	2007		2008		2007		2008		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Male	9,421	40.8%	9,603	40.3%	9,846	49.3%	10,043	48.9%	52.6%
Female	13,673	59.2%	14,206	59.7%	10,127	50.7%	10,517	51.2%	47.4%
Total	23,094		23,809		19,973		20,560		
Minority	2,040	8.8%	2,171	9.1%	1,085	5.4%	1,181	5.7%	6.0%

The institutional reports provide extensive detail about the types of programming and support available on the campus, and the progress made over the past year in enhancing the diversity of the institution. Due to the breadth of the institutional reports, they are not included with this memorandum but are available on the Board of Regents website as an attachment to this memo and in the Regent Exhibit Book at the Board meeting.

The following are highlights from the reports submitted by the universities:

**University of Iowa**

Between October 1, 2007 and October 1, 2008, The University of Iowa workforce increased by 582 individuals (3.9%), from 14,993 in 2007 to 15,575 in 2008.

- The faculty and staff increased by 444 women (4.7%).
- Racial/ethnic minority representation increased by 117 individuals (9.5%).
- The percentage of minority tenured/tenure track faculty is the highest to date at 17.7%. The momentum which led to the early achievement of the strategic planning indicator in this category (16%) continues.
- Female representation among executive, administrative, and managerial staff increased by 13 women (10%), from 37.0% in 2007 to 37.6% in 2008. Trends suggest that this strategic planning indicator (37%) will continue to be met through 2010.
- Minority representation among professional and scientific staff increased by 45 individuals (9.5%), increasing representation slightly from 6.6% to 6.9%. Attainment of the strategic planning indicator (7.5%) for this area remains a challenge.
- The campus organizational unit with the largest net increase in staff was The University of Iowa Hospitals and Clinics, with a net gain of 437 staff (7.1%).
- During the 2007-08 data year, the University hired or promoted 1,478 women and 272 racial/ethnic minorities. Despite this level of hiring, varied degrees of underrepresentation of women and minorities remain in individual job groups within the majority of the Primary Occupational Activity (POA) groups. With all job groups aggregated, the University is currently underrepresented by 359 women (2.3%) and by 54 minorities (0.3%).<sup>1</sup>

<sup>1</sup>Underrepresentation is defined as having fewer women or minorities in a particular job group or department than would reasonably be expected by their availability.

**Iowa State University**

Iowa State University experienced increases in female employees from 2007 as follows:

- Executive/Administrative/Managerial by 1.4%,
- Faculty Tenured/Tenure Track by 0.8%,
- Non Tenure Track Faculty by 1.6%,
- Professional and Scientific by 2%,
- Technical/Paraprofessional by 2.2%
- Skilled Crafts by 0.4%.

There was a decrease in female employees from 2007 in the Secretarial/Clerical group by 0.4% and the Service and Maintenance group by 4.0%.

There was a decrease in minority employees in Faculty Non-Tenure Track by 2.1% and Service/Maintenance by 2.0%.

The percentage of minority employees in the P&S category remained constant at 10.8%. ISU did see an increase in the number of minority employees by 7; however, due to the increase in the total number of employees in this group the percentage of minority employees remained the same. Skilled Crafts also remained constant at 1.4%.

There was an increase in minority employees in Executive/Administrative Managerial by 0.6%, Faculty Tenured/Tenure Track by 0.6%, Secretarial/Clerical by 0.1%, and Technical/Paraprofessional by 0.5%.

Iowa State University increased its total workforce by 69 employees.

**University of Northern Iowa**

As of October 1, 2008, the UNI workforce totals 1,881 employees. This includes 1,018 (54.1%) female employees and 176 (9.4%) minority employees. One year ago, UNI employed 979 (53.7%) female employees and 164 (9.0%) minority employees. This represents a slight gain in employment of females as well as a slight gain in the total employment of minority persons from 2007.

Five- and ten- year comparisons for the overall workforce show progress in female representation, but a consistent decline in the minority representation until the most recent gain noted above. Over the ten-year history, total employment numbers varied dramatically in response to budget fluctuations. The overall effect is a gain of 70 female employees at a rate of 7.4% overall growth over ten years. However, ground was lost in minority employment with a total loss of 17 employees, moving from 10.6% of total employment in 1998 down to 9.4% in 2008.

The tenured and tenure track employee group employs a total of 545 employees. This represents a net decrease of 11 employees from one year ago. However, this group saw a gain of 13 female employees and a gain of six (6) minority employees. This equates to 235 (43.1%) female representation and 67 (12.3%) minority representation in the tenured and tenure track group. This compares to 534 tenured and tenure track faculty in 2007, with 222 (41.6%) female faculty and 61 (11.4%) minority faculty.

The five- and ten-year comparisons reflect a consistent and steady gain in females in the tenured and tenure track faculty group although minority numbers have remained relatively static. While the

overall number of employees in that job group has actually decreased by 16 employees (2.9%) over the past five years, female representation has increased by 3.2% and minority representation has remained relatively steady.

REGENTS MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

Iowa Code §262.81 requires the Board of Regents to establish a program to recruit women and minority educators to faculty positions at the Regent universities and to file an annual report of these activities. The complete reports are in the Regent Exhibit Book and as an attachment to this memo on the Board's website. Highlights of the reports submitted by the universities are shown below:

University of Iowa

*The Iowa Promise*, the strategic plan for 2005-2010, recognizes the link between educational excellence and diversity, and the importance of recruiting to the university faculty, staff and students from underrepresented communities and fostering a climate that enables all to succeed. *The Iowa Promise* set forth goals for faculty diversity, including gender diversity, and established the principle that all parts of the university are to be accountable for achieving those goals. In FY 2006 The University of Iowa recruited its largest class of faculty from underrepresented communities, and in one year exceeded its strategic planning benchmark for racial and ethnic diversity of tenured/tenure track faculty, and also made progress on its gender diversity goal.

Some of the Initiatives in place at the University of Iowa include:

- Establishment of the Diversity Action Committee -- a task force composed of faculty, staff, students and administrators, to assess the current status of the University's diversity programs and activities and recommend steps to advance the diversity goals of *The Iowa Promise*. In addition, in September 2008, the Provost announced that diversity and internationalization would be a focus of the strategic initiative process to be launched by the campus in Fall 2008.
- Faculty Diversity Opportunity Program (FDOP) -- a program to enhance collegiate efforts to recruit and retain minority faculty. FDOP was established in 1999, expanding on previous similar initiatives. From FY 2000 to FY 2005, FDOP resources were used to support part of the first several years, typically one to three years, of the newly recruited faculty member's tenure at the University. FDOP allocations are typically up to \$40,000, available to support the hiring of a new faculty member who is a target of opportunity and whose addition will improve the diversity of the requesting college which continues as long as the faculty member remains with the University.

For the current fiscal year, FY 09, the Office of the Provost is providing FDOP funding totaling \$1,813,282 for partial salaries and other resources for a total of 56 faculty. This financial commitment represents a continued increase over the FY 08 commitment of \$1,474,164.

- Minority Faculty Orientation and Mentoring Program - teams new faculty with senior faculty in their departments to assist in the new faculty members' career development in teaching, scholarship and research, and committee service. The Associate Provost for Diversity provides support for several faculty and staff affinity groups, including the African-American Council, the Council on the Status of Latinos, the Council on the Status of Women, the Council on Disability Awareness, the Native American Council and the UI Lesbian, Gay, Bisexual, Transgender Staff and Faculty Association.

- Diversity Scholars, Visitors, and Faculty Exchanges – the University provides financial support for efforts to bring underrepresented minority persons as visiting faculty and speakers to campus to present seminars and lectures, and to participate in collaborative scholarly work and research with University faculty. The Provost also provides assistance to UI minority faculty members to enable them to pursue their scholarship and faculty responsibilities through collaborations with other institutions and individuals.
- Gender Equity Task Force -- appointed to “take a broad look at the status of women faculty at The University of Iowa and recommend changes and programs to increase the number of women faculty and improve their quality of life.” Several recommendations related to faculty gender diversity are in the implementation phase at this time.
- Women in Science and Engineering (WISE) – mission of the program is to expand and improve the educational and professional opportunities for women in all fields of science and technology by facilitating institutional and social change.

**Iowa State University**

Some of the initiatives in place at ISU are highlighted below.

- “Emerging Leaders Academy” – a newly implemented initiative to develop depth of leadership skills among faculty and staff as well as to diversify the potential pool of leadership candidates at ISU.
- National Science Foundation “institutional transformation” grant -- ISU is in the third year of the \$3.3 million, 5-year program to improve recruitment, retention and leadership of women faculty in the science, technology, engineering and mathematics (“STEM”) fields.
- Women’s Enrichment Fund Mini Grants -- designed to support initiatives to enrich the experiences of women faculty, staff and students at ISU. Since 2004, over 40 projects have been funded through this program. For FY 2007-08, funding was again awarded for the “Women Impacting ISU Calendar” which has been a powerful and visible reminder of women’s leadership roles on campus. Funding was also given for new projects such as a website detailing the history of women at Iowa State University and for two seminar series showcasing women in STEM fields.
- Diversity Grants – program implemented in FY 2006 to support diversity in the mission areas of education, research, and outreach in order to positively impact and advance faculty, staff, and student minorities and under-represented groups. The overarching goals are to accelerate institutional change and contribute to scholarly activity in education and research related to diversity. For FY 2008 funding increased from \$25,000 to \$60,000.
- Advisory Committee for Diversity Program Planning and Coordination (ACD) – has responsibility for an annual report on diversity (directed both to the university president and to the university community) and for assessing progress on the Implementation Plan for Community, Equity, and Diversity and recommending changes in its details. A major activity of the committee is to assess the effectiveness of diversity efforts on campus. A new initiative of the committee this year was an invitation to campus leaders from areas such as dining services and university relations to discuss ways diversity could be integrated into their work.

- Recruitment and retention of excellent faculty -- financially supported by the Office of the Executive Vice President and Provost by specifically funding requests for dual-career hiring and to diversify the faculty. In FY 2008, \$650,597 was allocated for this purpose. (This amount does not include those funds provided for base salary increases for the retention of faculty due to market pressure or competitive job offers.)
- Mentoring of faculty -- an important way for ISU to ensure a diverse faculty succeeds. In addition to a one-on-one mentoring program involving all first year faculty, the Provost supports college-level peer mentoring programs. In addition, faculty of color have the option to take part in the ADVANCE mentoring program.
- Women's Leadership Consortium -- brings together leaders of various women's programs on campus and to develop strategies for increasing the visibility and impact of women's initiatives and programs. The group has sponsors the Iowa Women's Leadership Summit, to bring together those interested in women's leadership in higher education, K-12 education, business and industry, and non-profits. The April 2008 event had national and Iowa speakers and drew over 200 participants.

**University of Northern Iowa**

- Of the \$40,000 original budget, \$28,000 has been used since 1989 to recruit and hire a minority faculty member for the Political Science Department.
- The balance of these funds has been used since 1990 to recruit and hire an academic administrator as Associate Dean of the Graduate College. This individual retired from her position in 2002. These funds (plus an additional \$8,000) have been reallocated to support teaching from visiting minority faculty and recruiting students from traditionally black schools such as Xavier, Dillard and Southern universities.

**AFFIRMATIVE ACTION COST REPORT**

Iowa Code §19B.5 requires that the Board and its institutions submit an annual report on affirmative action, diversity, and multicultural accomplishments to the Iowa General Assembly by January 31. The report is to include information identifying funding sources and itemized costs, including administrative costs, for these programs. The income and expenditures are detailed in Attachment B. The total expenditures for FY 2007 and FY 2008 are shown below:

	<b>FY 2007</b>	<b>FY 2008</b>	<b>Percent Change</b>
SUI	\$738,718	\$797,188	8%
ISU	\$355,042	\$357,962	1%
UNI	\$253,120	\$273,873	8%

The Iowa School for the Deaf and Iowa Braille and Sight Saving School do not have offices that are dedicated solely to affirmative action activities; therefore, cost reports are not required.

UNIVERSITY OF IOWA

POA GROUP	September 30, 1998					September 30, 2003					September 30, 2008				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	271	84	31.0%	21	7.7%	315	101	32.1%	21	6.7%	380	143	37.6%	28	7.4%
Faculty: Tenure Track	1,573	398	25.3%	187	11.9%	1,561	433	27.7%	212	13.6%	1,488	437	29.4%	264	17.7%
Faculty: Non-Tenure Track	428	177	41.4%	91	21.3%	534	245	45.9%	76	14.2%	703	339	48.2%	102	14.5%
Professional and Scientific	5,354	3,642	68.0%	302	5.6%	6,273	4,334	69.1%	408	6.5%	7,596	5,416	71.3%	521	6.9%
Secretarial/Clerical	2,630	2,243	85.3%	69	2.6%	2,713	2,313	85.3%	93	3.4%	2,565	2,184	85.1%	115	4.5%
Technical/Paraprofessional	504	316	62.7%	21	4.2%	480	294	61.3%	15	3.1%	562	396	70.5%	38	6.8%
Skilled Crafts	442	35	7.9%	12	2.7%	409	40	9.8%	22	5.4%	398	34	8.5%	21	5.3%
Service/Maintenance	1,765	960	54.4%	179	10.1%	1,729	906	52.4%	237	13.7%	1,883	1,003	53.3%	257	13.6%
<b>TOTALS</b>	<b>12,967</b>	<b>7,855</b>	<b>60.6%</b>	<b>882</b>	<b>6.8%</b>	<b>14,014</b>	<b>8,666</b>	<b>61.8%</b>	<b>1,084</b>	<b>7.7%</b>	<b>15,575</b>	<b>9,952</b>	<b>63.9%</b>	<b>1,346</b>	<b>8.6%</b>

IOWA STATE UNIVERSITY

POA GROUP	September 30, 1998					September 30, 2003					September 30, 2008				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	264	67	25.4%	20	7.6%	304	94	30.9%	29	9.5%	363	135	37.2%	35	9.6%
Faculty: Tenure Track	1,301	307	23.6%	163	12.5%	1,252	327	26.1%	214	17.1%	1,213	345	28.4%	255	21.0%
Faculty: Non-Tenure Track	288	149	51.7%	25	8.7%	400	50	12.5%	207	51.8%	418	224	53.6%	48	11.5%
Professional and Scientific	1,923	832	43.3%	229	11.9%	2,113	958	45.3%	296	14.0%	2,087	1,028	49.3%	225	10.8%
Secretarial/Clerical	1,295	1,195	92.3%	34	2.6%	1,179	1,066	90.4%	42	3.6%	1,071	969	90.5%	36	3.4%
Technical/Paraprofessional	177	67	37.9%	3	1.7%	154	81	52.6%	5	3.2%	167	103	61.7%	6	3.6%
Skilled Crafts	306	24	7.8%	6	2.0%	303	13	4.3%	5	1.7%	279	13	4.7%	4	1.4%
Service/Maintenance	619	341	55.1%	49	7.9%	641	355	55.4%	51	8.0%	530	259	48.9%	31	5.8%
<b>TOTALS</b>	<b>6,173</b>	<b>2,982</b>	<b>48.3%</b>	<b>529</b>	<b>8.6%</b>	<b>6,346</b>	<b>2,944</b>	<b>46.4%</b>	<b>849</b>	<b>13.4%</b>	<b>6,128</b>	<b>3,076</b>	<b>50.2%</b>	<b>640</b>	<b>10.4%</b>

UNIVERSITY OF NORTHERN IOWA

POA GROUP	September 30, 1998					September 30, 2003					September 30, 2008				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	100	26	26.0%	7	7.0%	99	28	28.3%	6	6.1%	110	41	37.3%	5	4.5%
Faculty: Tenure Track	547	214	39.1%	68	12.4%	561	224	39.9%	68	12.1%	545	235	43.1%	67	12.3%
Faculty: Non-Tenure Track	92	54	58.7%	11	12.0%	126	82	65.1%	8	6.3%	39	22	56.4%	5	12.8%
Professional and Scientific	423	204	48.2%	37	8.7%	513	275	53.6%	47	9.2%	570	307	53.9%	45	7.9%
Secretarial/Clerical	298	291	97.7%	16	5.4%	307	296	96.4%	14	4.6%	271	261	96.3%	13	4.8%
Technical/Paraprofessional	24	11	45.8%	2	8.3%	25	10	40.0%	5	20.0%	30	8	26.7%	4	13.3%
Skilled Crafts	94	5	5.3%	7	7.4%	77	5	6.5%	4	5.2%	64	6	9.4%	2	3.1%
Service/Maintenance	250	143	57.2%	45	18.0%	239	134	56.1%	35	14.6%	252	138	54.8%	35	13.9%
<b>TOTALS</b>	<b>1,828</b>	<b>948</b>	<b>51.9%</b>	<b>193</b>	<b>10.6%</b>	<b>1,947</b>	<b>1,054</b>	<b>54.1%</b>	<b>187</b>	<b>9.6%</b>	<b>1,881</b>	<b>1,018</b>	<b>54.1%</b>	<b>176</b>	<b>9.4%</b>

IOWA SCHOOL FOR THE DEAF

POA GROUP	September 30, 1998					September 30, 2003					September 30, 2008				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	4		0.0%		0.0%	4	1	25.0%		0.0%	4	1	25.0%		0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	63	49	77.8%		0.0%	52	43	82.7%		0.0%	44	37	84.1%		0.0%
Professional and Scientific	35	26	74.3%	4	11.4%	40	30	75.0%	2	5.0%	35	27	77.1%		0.0%
Secretarial/Clerical	9	9	100.0%	1	11.1%	4	4	100.0%	1	25.0%	4	4	100.0%	1	25.0%
Technical/Paraprofessional	26	23	88.5%	1	3.8%	22	18	81.8%	2	9.1%	24	20	83.3%	3	12.5%
Skilled Crafts	7		0.0%		0.0%	6		0.0%		0.0%	6		0.0%		0.0%
Service/Maintenance	19	8	42.1%	4	21.1%	20	8	40.0%	5	25.0%	20	9	45.0%	4	20.0%
<b>TOTALS</b>	<b>163</b>	<b>115</b>	<b>70.6%</b>	<b>10</b>	<b>6.1%</b>	<b>148</b>	<b>104</b>	<b>70.3%</b>	<b>10</b>	<b>6.8%</b>	<b>137</b>	<b>98</b>	<b>71.5%</b>	<b>8</b>	<b>5.8%</b>

IOWA BRAILLE AND SIGHT SAVING SCHOOL

POA GROUP	September 30, 1998					September 30, 2003					September 30, 2008				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	4	1	25.0%		0.0%	5	3	60.0%		0.0%	4	2	50.0%		0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	32	26	81.3%			40	30	75.0%		0.0%	34	26	76.5%		
Professional and Scientific	7	4	57.1%		0.0%	8	5	62.5%		0.0%	8	7	87.5%		0.0%
Secretarial/Clerical	9	9	100.0%		0.0%	7	7	100.0%		0.0%	4	4	100.0%		0.0%
Technical/Paraprofessional	36	35	97.2%		0.0%	29	27	93.1%		0.0%	19	17	89.5%		0.0%
Skilled Crafts															
Service/Maintenance	12	6	50.0%		0.0%	18	9	50.0%		0.0%	19	6	31.6%	1	5.3%
<b>TOTALS</b>	<b>100</b>	<b>81</b>	<b>81.0%</b>	<b>-</b>	<b>0.0%</b>	<b>107</b>	<b>81</b>	<b>75.7%</b>	<b>-</b>	<b>0.0%</b>	<b>88</b>	<b>62</b>	<b>70.5%</b>	<b>1</b>	<b>1.1%</b>

TOTAL -- REGENT INSTITUTIONS

POA GROUP	September 30, 1998					September 30, 2003					September 30, 2008				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	643	178	27.7%	48	7.5%	727	227	31.2%	56	7.7%	861	322	37.4%	68	7.9%
Faculty: Tenure Track	3,453	945	27.4%	418	12.1%	3,414	1,014	29.7%	494	14.5%	3,280	1,043	31.8%	586	17.9%
Faculty: Non-Tenure Track	871	429	49.3%	127	14.6%	1,112	420	37.8%	291	26.2%	1,204	622	51.7%	155	12.9%
Professional and Scientific	7,742	4,708	60.8%	572	7.4%	8,947	5,602	62.6%	753	8.4%	10,296	6,785	65.9%	791	7.7%
Secretarial/Clerical	4,241	3,747	88.4%	120	2.8%	4,210	3,686	87.6%	150	3.6%	3,915	3,422	87.4%	165	4.2%
Technical/Paraprofessional	767	452	58.9%	27	3.5%	710	430	60.6%	27	3.8%	802	544	67.8%	51	6.4%
Skilled Crafts	849	64	7.5%	25	2.9%	795	58	7.3%	31	3.9%	747	53	7.1%	27	3.6%
Service/Maintenance	2,665	1,458	54.7%	277	10.4%	2,647	1,412	53.3%	328	12.4%	2,704	1,415	52.3%	328	12.1%
<b>TOTALS</b>	<b>21,231</b>	<b>11,981</b>	<b>56.4%</b>	<b>1,614</b>	<b>7.6%</b>	<b>22,562</b>	<b>12,849</b>	<b>56.9%</b>	<b>2,130</b>	<b>9.4%</b>	<b>23,809</b>	<b>14,206</b>	<b>59.7%</b>	<b>2,171</b>	<b>9.1%</b>

AFFIRMATIVE ACTION REVENUES AND EXPENDITURES  
FY 2008

Department Name: Board of Regents  
Person Completing Report: Marcia Brunson  
E-mail Address: [mbruns@iastate.edu](mailto:mbruns@iastate.edu)

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
<b>REVENUES</b>				
<b>STATE APPROPRIATIONS</b>				
General Fund	797,188	357,962	273,875	1,429,025
Other				-
<b>OTHER REVENUES</b>				
Federal Support				-
Interest				-
Tuition and Fees				-
Reimb. Indirect Costs				-
Sales and Services				-
Other Income				-
<b>TOTAL REVENUES</b>	<b>797,188</b>	<b>357,962</b>	<b>273,875</b>	<b>1,429,025</b>
<b>EXPENDITURES</b>				
Fac. & Inst. Off. Salaries	208,986			208,986
Prof. & Sci. Staff Salaries	428,446	268,040	175,411	871,897
General Service Staff Salaries	62,926		52,597	115,523
Hourly Wages	17,990	5,428	7,183	30,601
Labor in Transfers				-
Vacancy Factor				-
Subtotal - Salaries	718,348	273,468	235,191	1,227,007
Prof. And Scientific Supplies	78,841	84,494	38,684	
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	78,841	84,494	38,684	202,019
<b>Total</b>	<b>797,189</b>	<b>357,962</b>	<b>273,875</b>	<b>1,429,026</b>



## REPORT TO THE BOARD OF REGENTS STATE OF IOWA

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### Annual Equal Employment Opportunity and Affirmative Action Workforce Report October 2008

Submitted by

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Special Assistant to the President for  
Equal Opportunity and Diversity,  
Associate Provost for Diversity and  
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and

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## TABLE OF CONTENTS

<b>I.</b>	<b>Introduction .....</b>	<b>1</b>
<b>II.</b>	<b>Overview: Highlights of Employment Activity.....</b>	<b>2</b>
<b>III.</b>	<b>Equal Opportunity and Diversity at The University of Iowa .....</b>	<b>4</b>
	A. The Office of Equal Opportunity and Diversity .....	4
	B. Staff Diversity Opportunity Program (SDOP) .....	4
	C. Diversity Executive in Residence Program .....	5
	D. Sexual Harassment Education .....	5
	C. The Catalyst Award .....	6
	E. Recruitment Ambassadors Program .....	7
	F. Iowa's IDEA.....	7
<b>IV.</b>	<b>One-Year Comparison of Major Workforce Categories: 2007 - 2008.....</b>	<b>9</b>
	A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity .....	9
	B. Faculty and Staff by Disability and Veteran Status .....	14
	C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity .....	15
	D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Gender and Minority Status.....	16
	E. Clinical Track Faculty by Gender and Race/Ethnicity .....	18
<b>V.</b>	<b>Strategic Planning Indicators: Target Employment Categories .....</b>	<b>20</b>
<b>VI.</b>	<b>Annual Hiring Goals: 2007-08 and 2008-09.....</b>	<b>23</b>
	A. How Hiring Goals are Determined.....	23
	B. Hiring Goals for the 2007-08 Data Year .....	23
	C. Hiring Goals for the 2008-09 Data Year .....	26
<b>VII.</b>	<b>Five-Year Comparison of Major Workforce Categories: 2003 - 2008 .....</b>	<b>27</b>
	A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity .....	27
	B. Faculty and Staff by Disability and Veteran Status .....	31
	C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity .....	32
	D. Clinical Track Faculty by Gender and Race/Ethnicity .....	33
<b>VIII.</b>	<b>Ten-Year Comparison of Major Workforce Categories: 1998 - 2008 .....</b>	<b>35</b>
	A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity .....	35
	B. Faculty and Staff by Disability and Veteran Status .....	39
	C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity .....	40
	D. Clinical Track Faculty by Gender and Race/Ethnicity .....	41
<b>IX.</b>	<b>Five-Year and Ten-Year Comparison Summary.....</b>	<b>43</b>

# Annual Equal Employment Opportunity and Affirmative Action Workforce Report October 2008

## I. INTRODUCTION

The purpose of The University of Iowa's Affirmative Action Program is to reaffirm and ensure that the principle of equality of opportunity for all persons is applied to the recruitment, appointment, and promotion of persons in all employment classifications.

The 2008 Annual *Equal Employment Opportunity and Affirmative Action Workforce Report* presents highlights of employment activity at the University. The statistical information in this report is prepared from workforce data compiled according to Board of Regents guidelines, i.e., it includes all regular full-time and part-time employees working 50 percent time or more on October 1 of the data year. Changes and activities are reported for Primary Occupational Activity groups (a grouping of several job classifications similar in content, salary, and opportunity), tenured/tenure track faculty, clinical track faculty, women, racial/ethnic minorities, individuals who have disabilities, and veterans.

This report also uses federal guidelines prescribed by the Office of Federal Contracts Compliance Programs. It is important to note that other University reports may use different data sources and definitions; thus, prudence should be used when comparing the data in this report to data in other workforce-related reports, such as the Integrated Postsecondary Educational Data System (IPEDS) Fall Staff Survey and reports produced by other University offices.<sup>1</sup>

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<sup>1</sup> As an example, this report includes deans, directors and departmental executive officers who hold faculty rank in the POA group for Executive, Administrative, and Managerial Staff, whereas in some workforce-related reports produced by the Office of the Provost these individuals may be included among the faculty.

## II. OVERVIEW: HIGHLIGHTS OF EMPLOYMENT ACTIVITY

- **One-Year Comparison of Workforce Categories.** Between October 1, 2007 and October 1, 2008, The University of Iowa workforce increased by 582 individuals (3.9%), from 14,993 in 2007 to 15,575 in 2008.
  - The faculty and staff increased by 444 women (4.7%).
  - Racial/ethnic minority representation increased by 117 individuals (9.5%).
  - There was a slight increase in the number of tenured/tenure track faculty (net gain of 3 faculty or 0.2%).
  - The number of female faculty members on the tenure track increased by 5 (1.2%), increasing representation from 29.1% to 29.4%, the highest percentage of female tenured/tenure track faculty to date. Attainment of the strategic planning indicator in this category (32%) may prove challenging by 2010.
  - The University continues to have relatively strong gains for minority representation on the tenure track, increasing by 10 (3.9%). The percentage of minority tenured/tenure track faculty is the highest to date at 17.7%. The momentum which led to the early achievement of the strategic planning indicator in this category (16%) continues.
  - Female representation among executive, administrative, and managerial staff increased by 13 women (10%), from 37.0% in 2007 to 37.6% in 2008. Trends suggest that this strategic planning indicator (37%) will continue to be met through 2010.
  - The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by 3 (12.0%), increasing representation from 7.1% in 2007 to 7.4% in 2008. Attainment of the strategic planning indicator in this category (8.0%) may still be attainable by 2010.
  - Minority representation among professional and scientific staff increased by 45 individuals (9.5%), increasing representation slightly from 6.6% to 6.9%. Attainment of the strategic planning indicator (7.5%) for this area remains a challenge.
  - The campus organizational unit with the largest net increase in staff was The University of Iowa Hospitals and Clinics, with a net gain of 437 staff (7.1%).
  - There was an increase of 2 individuals (2.5%) who self-reported having disabilities.
  - The number of self-identified Vietnam-era veterans decreased by 10 (3.0%). The number of disabled veterans increased by 3 (14.3%), while the number of other eligible veterans decreased by 8 (2.4%).
  - During the 2007-08 data year, the University hired or promoted 1,478 women and 272 racial/ethnic minorities. Despite this level of hiring, varied degrees of underrepresentation of women and minorities remain in individual job groups within the majority of the Primary Occupational Activity (POA) groups. With all job groups aggregated, the University is currently underrepresented by 359 women (2.3%) and by 54 minorities (0.3%).<sup>2</sup>

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<sup>2</sup> Underrepresentation is defined as having fewer women or minorities in a particular job group or department than would reasonably be expected by their availability. For more information on the determination of underrepresentation, see Chapter VI of this report.

- **Five-Year Comparison of Workforce Categories.** Between October 1, 2003 and October 1, 2008, The University of Iowa workforce increased by 1,561 individuals (11.1%), from 14,014 in 2003 to 15,575 in 2008.
  - The faculty and staff increased by 1,286 women (14.8%).
  - Racial/ethnic minority representation increased by 262 individuals (24.2%).
  - There was a net decrease of 73 tenured/tenure track faculty (4.7%). The number of female tenure track faculty increased by 4 (0.9%), and the number of minority faculty increased by 52 (24.5%).
  - The number of employees who self-reported having disabilities decreased by 19 (18.8%).
  - There was a decrease of 41 individuals (11.3%) who self-identified as Vietnam-era veterans. The number of disabled veterans decreased by 8 (25.0%), while the number of other eligible veterans increased by 6 (1.9%).
  
- **Ten-Year Comparison of Workforce Categories.** Between October 1, 1998 and October 1, 2008, The University of Iowa workforce increased by 2,608 individuals (20.1%), from 12,967 in 1998 to 15,575 in 2008.
  - The faculty and staff increased by 2,097 women (26.7%).
  - Racial/ethnic minority representation increased by 464 individuals (52.6%).
  - There was a net decrease of 85 tenured/tenure track faculty (5.4%). The number of female tenure track faculty increased by 39 (9.8%), and minority representation increased by 77 (41.2%).
  - There was a decrease of 42 individuals (33.9%) who self-reported having disabilities.
  - The number of self-identified Vietnam-era veterans increased by 135 individuals (72.2%). The number of disabled veterans increased by 9 (60.0%).

### **III. EQUAL OPPORTUNITY AND DIVERSITY AT THE UNIVERSITY OF IOWA**

#### **A. The Office of Equal Opportunity and Diversity**

The University of Iowa continues its efforts to promote equal employment opportunity and affirmative action at the institution. The University encourages each department to recruit, appoint, and promote persons who meet its high standards of excellence and who contribute to the University's affirmative action mission.

The Office of Equal Opportunity and Diversity reports to the Special Assistant to the President for Equal Opportunity and Diversity and Associate Provost for Diversity and is charged with the day-to-day implementation of affirmative action policies. The office supports the University's aspiration to become one of the ten most distinguished public universities in the country by providing all members of the community with (1) expert advice, education, and services which ensure the University's compliance with all applicable federal, state, and University equal opportunity, affirmative action, nondiscrimination, and civil rights laws, regulations, and policies; and (2) leadership and resources that support the University's goal to increase the diversity of University faculty, staff and students.

In connection with its compliance responsibilities, the Office of Equal Opportunity and Diversity is actively involved in reviewing the recruitment and hiring process for all faculty positions and for all Professional and Scientific staff positions (50% time or greater for a duration of one year or more). Throughout the review process, the staff evaluates all recruitment plans; conducts pre-interview audits to ensure that qualified women and minority candidates, as well as candidates protected against discrimination based on their age, disability, or veteran status, are fairly considered; and reviews the process used to select final candidates. Where underrepresentation of women and/or minorities exists, the office works with search committees to ensure steps are taken to increase the number of women and minorities in the applicant pool, thereby increasing the likelihood of hires of qualified women and minorities.

#### **B. Staff Diversity Opportunity Program (SDOP)**

The Staff Diversity Opportunity Program (SDOP) was implemented in FY '08. Reflecting best practices identified from the Faculty Diversity Opportunity Program (FDOP), SDOP promotes employment of minorities and women in Professional and Scientific (P&S) classifications exhibiting underrepresentation,<sup>3</sup> thereby increasing diversity within the P&S staff and on The University of Iowa campus overall. Priority is given to areas highly dependent on General Education Funds. Up to \$40,000 per year is available to support the hire (salary and/or fringe) of a diverse candidate into a P&S position for a period of up to two years.

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<sup>3</sup> Underrepresentation is defined as having fewer women or minorities in a particular job group or department than would reasonably be expected by their availability. For more information on the determination of underrepresentation, see Chapter VI of this report.

SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the University to bring on board high potential, diverse candidates who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skills, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies.

During the 2008 data year, two Professional and Scientific staff members were hired under SDOP.

### **C. Diversity Executive in Residence Program**

In October 2007, the Office of Equal Opportunity and Diversity launched The Diversity Executive in Residence Program, which recognizes successful University of Iowa alumni who are distinguished and influential leaders in their professions and who understand the importance of diversity and global competency, the domestic and global challenges of the 21<sup>st</sup> century, and the strategic role of higher education in preparing the future workforce. The program offers students, faculty, and staff the opportunity to interact with the Executives in Residence through seminars, public lectures, informal conversations, and targeted discussions hosted by a variety of campus units. Other units on campus have adopted the Diversity Executive in Residence model to nominate and invite distinguished alumni to campus.

The Office of Equal Opportunity and Diversity's next Diversity Executive in Residence Program will be held in Spring 2009.

### **D. Sexual Harassment Education**

Two recent University reports, the *Campus Climate Committee Report* (2003) and the *Sexual Harassment and Unwelcome Behavior at The University of Iowa* report (2006), indicated a continuing need to improve the campus climate at The University of Iowa. In response to these findings, then President David Skorton mandated in 2006 that all academic and administrative officers and teaching assistants receive training on the Policy on Sexual Harassment, and that all teaching assistants additionally receive training on the Policy on Consensual Relationships Involving Students.

To this end, the Office of Equal Opportunity and Diversity designed the Sexual Harassment Train-the-Trainer Program in Spring 2007 and trained 24 representatives of various campus units to provide sexual harassment training to academic and administrative officers and teaching assistants in their respective units. The Train-the-Trainer Program consists of three sessions covering basic information, the law, and the University's Policy on Sexual Harassment, as well as presentation skills. At the end of the program, each participant presents an abbreviated version of the training material that they will use in providing sexual harassment training in their units.

Staff members who completed the Sexual Harassment Train-the-Trainer Program began providing sexual harassment training in Spring 2007. During FY '07, a total of 22 educational sessions on sexual harassment were provided on campus (80 attendees). With the assistance of the new trainers and the mandate from President Skorton, 112 educational programs were provided on campus in FY '08 with a total attendance of 6,647 faculty, staff and teaching assistants.

Concurrently, the Office of Equal Opportunity and Diversity began exploring options for making a sexual harassment training module available online. With the assistance of an advisory committee, several options were explored, with a final recommendation for the use of an online product focusing on anti-harassment education, broadly defined. After receiving approval from President Mason, Interim Provost Lopes and the Department of Purchasing, the Office of Equal Opportunity and Diversity signed a two-year agreement with an external vendor, Brightline Compliance, to provide online anti-harassment modules to faculty and staff. The online modules are expected to become available to campus later this semester.

On Aug. 12, 2008, President Mason announced a new mandate for sexual harassment education to all faculty and staff. The Office of the Provost has been coordinating this effort and is expected to announce further details in November 2008 about available options to receive this important education.

### **E. The Catalyst Award**

The Office of Equal Opportunity and Diversity has been awarding distinctive and innovative contributions to diversity for the campus community since 1999. The annual Catalyst Award honors creative initiatives by faculty, staff, programs, departments, students, or student organizations to promote the development of an inclusive, diverse campus community. The criteria for the award are that 1) the nominee has developed an innovative program, policy, or activity to enhance diversity within the University; 2) the nominee's contributions have had a positive effect on building respect for diversity within the University community; or 3) the contribution is distinctive, above and beyond routine efforts. A monetary award is made to the selected recipients through the generous support of colleges and departments throughout the campus.

The event is generously supported by the following colleges and departments as of October 29, 2008): Admissions; Belin-Blank Center for Gifted Education; College of Law; College of Liberal Arts and Sciences; College of Nursing; College of Public Health; Division of Continuing Education; Graduate College; Human Resources; International Programs; Native American Council; Office of Equal Opportunity and Diversity; Office of the President; Office of Student Life; Tippie College of Business; University of Iowa Health Care; University of Iowa Foundation; University Libraries; and Women in Science and Engineering.

University of Iowa Provost Loh will deliver the keynote address at the tenth annual Catalyst Award ceremony on Thursday, November 13, where award winners will be announced. Susan Mask, founder of the Catalyst Award and former University of Iowa Director of Affirmative Action, has been invited to provide remarks at the ceremony.

The Catalyst Award Diversity Seed Grant program was designed to support the Catalyst Award. Targeted toward creative projects with potential to impact the diversity goals of *The Iowa Promise*, the program provides seed grants of \$500 to \$1,000 for start-up projects, programs with potential sustainability, or short-term projects that demonstrate significance and impact. The grants support projects that advance cross-cultural understanding; strengthen positive inter-group relations; and promote more welcoming learning, living, and working environments. Activities are encouraged that cross curricular, co-curricular and/or extra-curricular domains. Recipients of 2008 seed grants were the REACH Portfolio Project (serving persons with disabilities), MY IOWA (leadership for multicultural & international students), Stepping Stones (culturally relevant programming for African

American faculty, staff and students); Internal Medicine Cultural Competency Project (faculty and students provide culturally relevant services to immigrant Mexican communities at an off-site University facility) , and Men in Nursing (supporting male nursing students and connecting with external community for coaching and mentoring).

#### **F. Recruitment Ambassadors Program**

The Recruitment Ambassadors Program, jointly sponsored by the Department of Human Resources and the Office of Equal Opportunity and Diversity, supports the University's strategic goals for increasing the diversity of the faculty and staff. Recruitment Ambassadors are current or former faculty and staff members who volunteer to help recruit diverse prospective employees. The program is designed to be a valuable part of the search process that ensures that talented and diverse candidates who visit our campus and community acquire a broad knowledge of all the area has to offer.

Over 15 University employees are trained and ready to aid departments in providing a more personal touch to the recruitment process. Specifically, Recruitment Ambassadors are equipped to showcase the community and answer candidates' questions on topics ranging from the area's arts and culture, housing, school systems, dining and shopping, sports and recreation, and healthcare, to name just a few. Additionally, Recruitment Ambassadors provide candidates with informative and valuable resource materials regarding our local communities.

To date this calendar year, 14 candidates have met with Recruitment Ambassadors.

#### **G. Iowa's IDEA (formerly Higher Education and Diversity Regional Summit)**

In 2006, The University of Iowa hosted the inaugural Higher Education and Diversity Regional Summit, renamed Iowa's IDEA (Impacting Diversity through Educational Alliances) this year. The summit is a collaboration among public and private colleges and universities seeking to promote diversity recruitment and retention across the educational experience of faculty, staff, students and institutions; to support an inclusive environment for local and regional community impact; and to advocate environmental change and the creation and maintenance of diverse communities by providing cutting-edge education and leadership. An ultimate goal of the collaboration is to create a higher education consortium which, at its center, enhances institutional diversity and inclusive excellence.

Collaborating institutions are Central College, Clark College, Iowa State University, Kirkwood Community College, Loras College, University of Dubuque, The University of Iowa, and the University of Northern Iowa.

Dr. Bill Withers of Wartburg College presented "The 2010 Gap: The View at 10,000 Feet" about Iowa's changing demographics and the effect on higher education and the workforce. Ms. Pamela Patton, Diversity Officer at Principle Finance Services, gave a corporate view of the importance of diversity: profit, securing talent that is able to work with diverse groups of people, and global

citizenship skills. Dr. Hazel Symonette of the University of Wisconsin led an interactive session about the lenses we use to look at our communities and what makes a difference in access, process and success. Using the Association of American Colleges and Universities' LEAP (Liberal Education and America's Promise) principles, she encouraged reflection about resolving campus and/or community climate tensions from the perspective of the participant's professional lenses. Bruce King, Assistant to the President for Institutional Diversity at St. Olaf College, offered recommendations based upon his experience as a chief diversity officer.

Participants were invited to join breakout sessions based on affinity with student affairs, academics, EEO/administration, industry/career services, or admissions and to identify best practices within their specific disciplines.

#### IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:

2007 - 2008

##### A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/ Ethnicity, 2007 – 2008

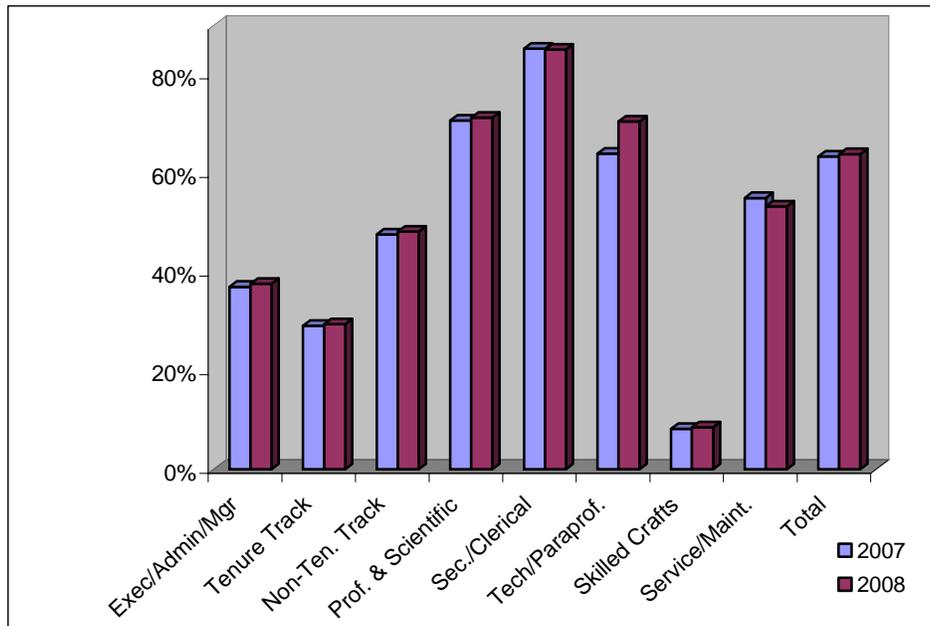
*Overall Changes.* The University of Iowa workforce increased by 582 employees (3.9 percent) during the 2007-08 data year, from 14,993 in 2007 to 15,575 in 2008. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional increase was Technical and Paraprofessional Staff, while the largest net increase in number of employees occurred among Professional and Scientific Staff. The largest proportional decrease occurred among Skilled Crafts Staff, and the largest net decrease was in Secretarial and Clerical Staff.

*Gender.* The number of women in the workforce increased by 444 (4.7 percent), with the largest proportional increase in Technical and Paraprofessional Staff and the largest net increase in Professional and Scientific Staff. The largest proportional and net decrease occurred among Service and Maintenance Staff. The following table and chart compare the composition of the University's workforce on October 1, 2007 to that on October 1, 2008 by Primary Occupational Activity group and gender.

**Table I**  
**Faculty and Staff by Primary Occupational Activity Group and Gender**  
**October 1, 2007 – October 1, 2008**

Primary Occupational Activity Group	2007		2008		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	351	130 37.0 %	380	143 37.6 %	+ 29 + 8.3 %	+ 13 + 10.0 %
2 Tenured/Tenure Track Faculty	1,485	432 29.1 %	1,488	437 29.4 %	+ 3 + 0.2 %	+ 5 + 1.2 %
3 Non-Tenure Track Faculty	655	312 47.6 %	703	339 48.2 %	+ 48 + 7.3 %	+ 27 + 8.7 %
4 Professional & Scientific Staff	7,165	5,064 70.7 %	7,596	5,416 71.3 %	+ 431 + 6.0 %	+ 352 + 7.0 %
5 Secretarial and Clerical Staff	2,588	2,207 85.3 %	2,565	2,184 85.1 %	- 23 - 0.9 %	- 23 - 1.0 %
6 Technical and Paraprofessional Staff	444	284 64.0 %	562	396 70.5 %	+ 118 + 26.6 %	+ 112 + 39.4 %
7 Skilled Crafts Staff	403	33 8.2 %	398	34 8.5 %	- 5 - 1.2 %	+ 1 + 3.0 %
8 Service and Maintenance Staff	1,902	1,046 55.0 %	1,883	1,003 53.3 %	- 19 - 1.0 %	- 43 - 4.1 %
<b>Total</b>	<b>14,993</b>	<b>9,508</b> <b>63.4 %</b>	<b>15,575</b>	<b>9,952</b> <b>63.9 %</b>	<b>+ 582</b> <b>+ 3.9 %</b>	<b>+ 444</b> <b>+ 4.7 %</b>

**Figure 1**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2007 – October 1, 2008**



*Race/Ethnicity.* Race/ethnicity is self-reported by employees to the University at the time of appointment; this personal data may be updated and/or corrected by the employee at any time.

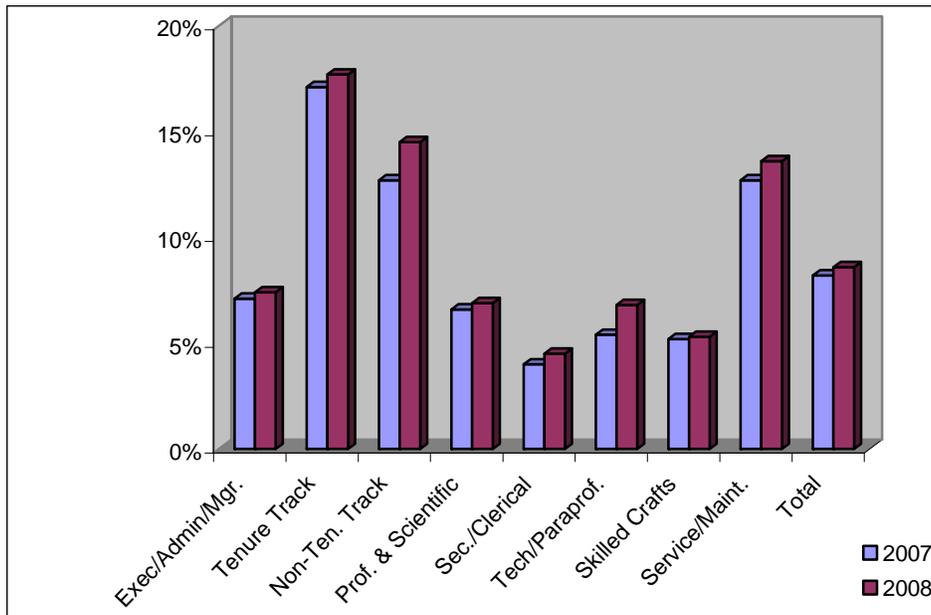
The total number of racial/ethnic minorities increased by 117 (9.5 percent) from 2007 to 2008; representation increased or remained constant in all of the Primary Occupational Activity groups. The largest proportional increase was in Technical and Paraprofessional Staff, and the largest net increase was in Professional and Scientific Staff. There were increases in the total numbers of Asians/Pacific Islanders (9.1 percent), African Americans/Blacks (10.8 percent), Hispanics/Latinos (7.9 percent), and Native Americans (15.1 percent).

Changes in the racial/ethnic composition of The University of Iowa’s workforce from October 1, 2007 to October 1, 2008 are detailed in the table and charts on the following pages.

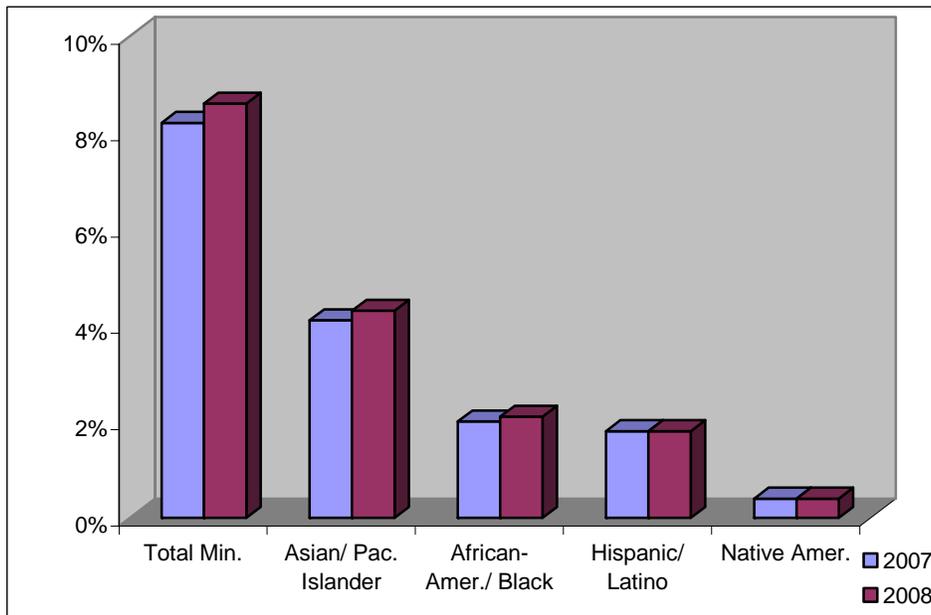
**Table II**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**  
**October 1, 2007 – October 1, 2008**

Primary Occupational Activity Group	2007						2008						Net Change					
	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American
1 Executive, Administrative, & Managerial Staff	351	25 7.1%	5 1.4%	14 4.0%	4 1.1%	2 0.6%	380	28 7.4%	9 2.4%	14 3.7%	4 1.1%	1 0.3%	+29 +8.3%	+3 +12.0%	+4 +80.0%	0	0	-1 -50.0%
2 Tenured/Tenure Track Faculty	1,485	254 17.1%	163 11.0%	37 2.5%	47 3.2%	7 0.5%	1,488	264 17.7%	172 11.6%	38 2.6%	46 3.1%	8 0.5%	+3 +0.2%	+10 +3.9%	+9 +5.5%	+1 +2.7%	-1 -2.1%	+1 +14.3%
3 Non-Tenure Track Faculty	655	83 12.7%	47 7.2%	14 2.1%	20 3.1%	2 0.3%	703	102 14.5%	61 8.7%	15 2.1%	24 3.4%	2 0.3%	+48 +7.3%	+19 +22.9%	+14 +29.8%	+1 +7.1%	+4 +20.0%	0
4 Professional & Scientific Staff	7,165	476 6.6%	296 4.1%	78 1.1%	92 1.3%	10 0.1%	7,596	521 6.9%	316 4.2%	88 1.2%	102 1.3%	15 0.2%	+431 +6.0%	+45 +9.5%	+20 +6.8%	+10 +12.8%	+10 +10.9%	+5 +50.0%
5 Secretarial & Clerical Staff	2,588	104 4.0%	32 1.2%	37 1.4%	27 1.0%	8 0.3%	2,565	115 4.5%	37 1.4%	42 1.6%	28 1.1%	8 0.3%	-23 -0.9%	+11 +10.6%	+5 +15.6%	+5 +13.5%	+1 +3.7%	0
6 Technical & Paraprofessional Staff	444	24 5.4%	9 2.0%	6 1.4%	8 1.8%	1 0.2%	562	38 6.8%	9 1.6%	14 2.5%	13 2.3%	2 0.4%	+118 +26.6%	+14 +58.3%	0	+8 +133.3%	+5 +62.5%	+1 +100%
7 Skilled Crafts Staff	403	21 5.2%	0	7 1.7%	7 1.7%	7 1.7%	398	21 5.3%	0	7 1.8%	7 1.8%	7 1.8%	-5 -1.2%	0	0	0	0	0
8 Service & Maintenance Staff	1,902	242 12.7%	63 3.3%	103 5.4%	60 3.2%	16 0.8%	1,883	257 13.6%	67 3.6%	110 5.8%	62 3.3%	18 1.0%	-19 -1.0%	+15 +6.2%	+4 +6.3%	+7 +6.8%	+2 +3.3%	+2 +12.5%
<b>Total</b>	<b>14,993</b>	<b>1,229 8.2%</b>	<b>615 4.1%</b>	<b>296 2.0%</b>	<b>265 1.8%</b>	<b>53 0.4%</b>	<b>15,575</b>	<b>1,346 8.6%</b>	<b>671 4.3%</b>	<b>328 2.1%</b>	<b>286 1.8%</b>	<b>61 0.4%</b>	<b>+582 +3.9%</b>	<b>+117 +9.5%</b>	<b>+56 +9.1%</b>	<b>+32 +10.8%</b>	<b>+21 +7.9%</b>	<b>+8 +15.1%</b>

**Figure 2**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2007 – October 1, 2008**



**Figure 3**  
**Total Workforce by Race/Ethnicity**  
**October 1, 2007 – October 1, 2008**



*Actual Workforce Gains and Losses.* The following table details for each major Primary Occupational Activity group: 1) gains (the number of hires, promotions, transfers in); 2) losses (the number of resignations, terminations, transfers out); and 3) the net increase or decrease in the workforce. These figures are presented for the overall workforce and for women and minorities.

Some gains and losses are a result of promotions, transfers, reclassifications, or demotions across POA groups, so that a gain in one POA group has a corresponding loss in another POA group. Only a portion of these actions result in net losses of faculty and staff to the University as a whole.

**Table III**  
**Workforce Gains and Losses by Primary Occupational Activity Group,**  
**Gender, and Minority Status, October 1, 2007 – October 1, 2008**

Primary Occupational Activity Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	71	30	7	42	17	4	+ 29	+ 13	+ 3
2 Tenured/Tenure Track Faculty	120	46	28	117	41	18	+ 3	+ 5	+ 10
3 Non-Tenure Track Faculty	144	74	33	96	47	14	+ 48	+ 27	+ 19
4 Professional & Scientific Staff	1,033	768	100	602	416	55	+ 431	+ 352	+ 45
5 Secretarial and Clerical Staff	236	203	28	259	226	17	- 23	- 23	+ 11
6 Technical and Paraprofessional Staff	173	151	19	55	39	5	+ 118	+ 112	+ 14
7 Skilled Crafts Staff	10	3	0	15	2	0	- 5	+ 1	0
8 Service and Maintenance Staff	328	203	57	347	246	42	- 19	- 43	+ 15
<b>Total</b>	<b>2,115</b>	<b>1,478</b>	<b>272</b>	<b>1,533</b>	<b>1,034</b>	<b>155</b>	<b>+ 582</b>	<b>+ 444</b>	<b>+ 117</b>

The organizational unit on campus with the largest net workforce increase over the past year was the University of Iowa Hospitals and Clinics with a net gain of 437 staff (7.1 percent), from 6,186 in 2007 to 6,623 in 2008. This increase is attributable to several factors, including continued increases in patient volume, new services such as Ambulatory Surgery, projects such as EPIC (online patient record/documentation system, physician order entry), new initiatives like patient access and improved patient experience in the ambulatory care clinics, increasing efficiency, and length-of-stay initiatives to improve the discharge process.

The campus unit with the largest net workforce decrease was Student Services, with a net loss of 15 staff since October 1, 2007.

**B. Faculty and Staff by Disability and Veteran Status, 2007 – 2008**

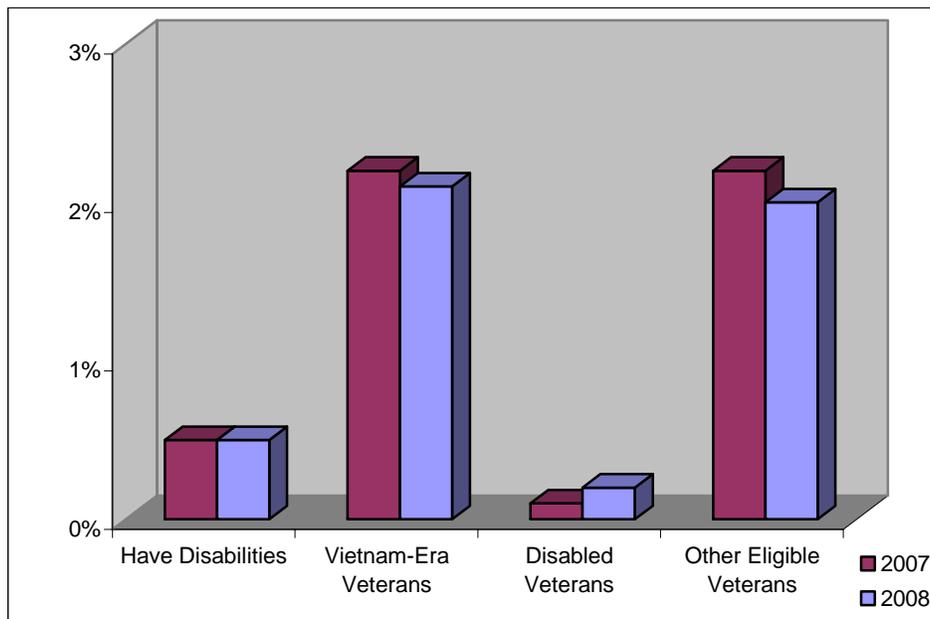
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. The number of faculty and staff who reported having a disability increased by 2 individuals (2.5 percent) over the past year. The number of faculty and staff who self-identified as Vietnam-era or other eligible veterans decreased (by 10 and 8 individuals, respectively), while the number of disabled veterans increased by 3 individuals.

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2007 and 2008.

**Table IV  
Faculty and Staff by Disability and Veteran Status  
October 1, 2007 – October 1, 2008**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
2007	14,993	80 0.5 %	332 2.2 %	21 0.1 %	327 2.2 %
2008	15,575	82 0.5 %	322 2.1 %	24 0.2 %	319 2.0 %
Net Change	+ 582 + 3.9 %	+ 2 + 2.5 %	- 10 - 3.0 %	+ 3 + 14.3 %	- 8 - 2.4 %

**Figure 4  
Faculty and Staff by Disability and Veteran Status  
October 1, 2007 – October 1, 2008**



### C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2007 – 2008

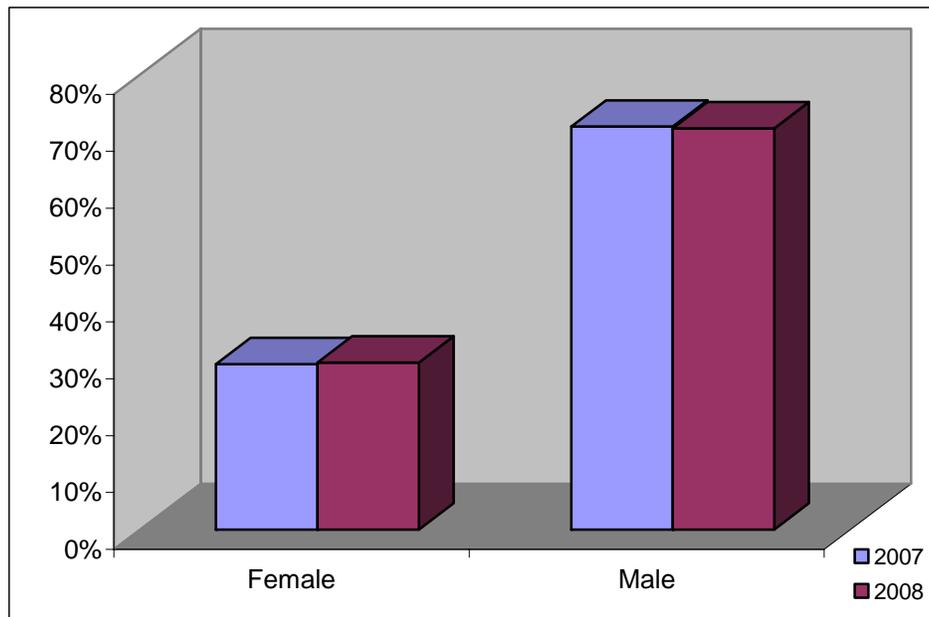
The number of tenured/tenure track faculty increased by 3 individuals (0.2 percent) in the last year. The number of female tenured/tenure track faculty increased by 5 (1.2 percent), and overall minority representation increased by 10 (3.9 percent).

The following table and charts present the gender and race/ethnicity of tenured/tenure track faculty in 2007 and 2008.

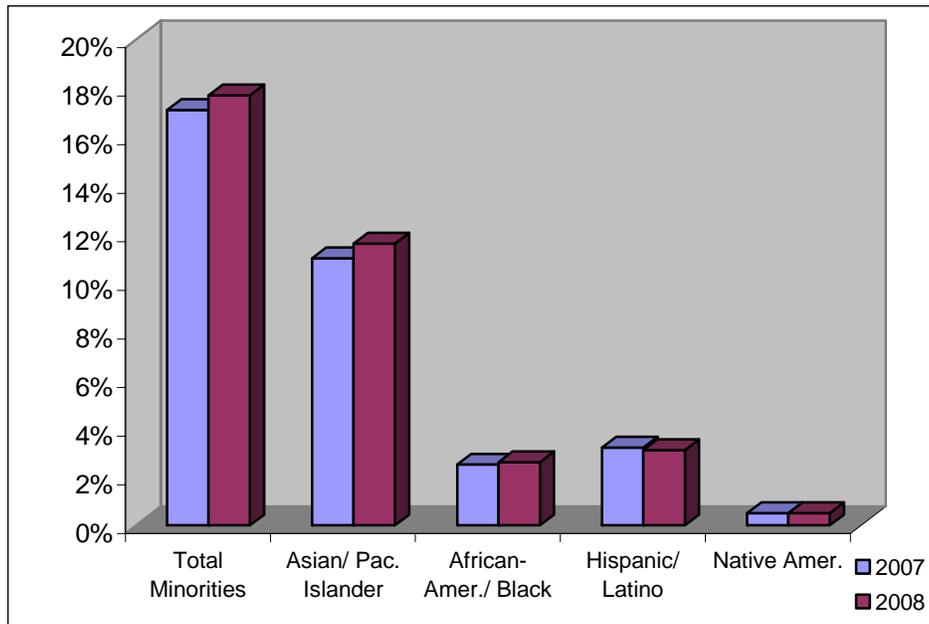
**Table V**  
**Tenured/Tenure Track Faculty by Gender and Race/Ethnicity**  
**October 1, 2007 – October 1, 2008**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
2007	1,485	432 29.1 %	254 17.1 %	163 11.0 %	37 2.5 %	47 3.2 %	7 0.5 %
2008	1,488	437 29.4 %	264 17.7 %	172 11.6 %	38 2.6 %	46 3.1 %	8 0.5 %
Net Change	+ 3 + 0.2%	+ 5 + 1.2 %	+ 10 + 3.9 %	+ 9 + 5.5 %	+ 1 + 2.7 %	- 1 - 2.1 %	+ 1 + 14.3 %

**Figure 5**  
**Tenured/Tenure Track Faculty by Gender**  
**October 1, 2007 – October 1, 2008**



**Figure 6**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**October 1, 2007 – October 1, 2008**



**D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Gender and Minority Status, Academic Year 2007 – 2008**

A total of 64 tenure track faculty were granted promotions effective Academic Year 2008-09, of whom 20 were women. This rate of promotion (31.3 percent) exceeds the percentage of women on the tenure track faculty, now at 29.4 percent. Minorities received 12 of the 64 promotions (18.8 percent); this rate of promotion exceeds the representation of minorities on the tenure track faculty (17.7 percent).

Thirty-nine tenure track faculty members were granted tenure effective Academic Year 2008-09, of whom 10 (25.6 percent) were women. As of October 2008, women represented 38.6 percent of the untenured faculty on the tenure track. Among the 39 tenure track faculty members who received tenure, nine (23.1 percent) were members of minority groups. As of October 2008, minorities represented 28.5 percent of the untenured faculty on the tenure track.

The rate of promotion and tenure for women and minority faculty in recent years continues to be relatively comparable to their representation on the tenure track. It should be noted, however, that the percentage of women and minorities who are eligible for tenure and/or promotion review varies from year to year, and, in some years, may be lower or higher than their representation among the untenured faculty on the tenure track as a whole.

The following table illustrates the rates of tenure and promotion for tenure track faculty.

**Table VI**  
**Tenured/Tenure Track Faculty Promotions & Tenure Rates by Gender and Minority Status**  
**Effective 2008-09 Academic Year**

	Total	Women	Minorities
<b>PROMOTIONS</b>			
Number on Tenure Track	1,488	437	264
Percentage of Total on Tenure Track		29.4 %	17.7 %
Sought Promotions	66	21	12
Percentage of All Faculty Who Sought Promotions (n = 66)		31.8 %	18.2 %
Percentage of Subgroup (Total, Women, or Minorities)	4.4 %	4.8 %	4.5 %
Granted Promotions	64	20	12
Percentage of All Faculty Who Were Granted Promotions (n = 64)		31.3 %	18.8 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	97.0 %	95.2 %	100.0 %
<b>TENURE</b>			
Number of Untenured Faculty on Tenure Track	386	149	110
Percentage of Total Untenured on Tenure Track		38.6 %	28.5 %
Sought Tenure	41	11	9
Percentage of All Faculty Who Sought Tenure (n = 41)		26.8 %	22.0 %
Percentage of Subgroup (Total, Women, or Minorities)	10.6 %	7.4 %	8.2 %
Granted Tenure	39	10	9
Percentage of All Faculty Who Were Granted Tenure (n = 39)		25.6 %	23.1 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	95.1 %	90.9 %	100.0 %

**E. Clinical Track Faculty by Gender and Race/Ethnicity, 2007 – 2008**

The University experienced a net increase of 22 clinical track faculty (5.2 percent) over the past year. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty.

The number of women on the clinical track increased by 18 (9.5 percent), and the number of minorities on the clinical track increased by 18 (36.0 percent).

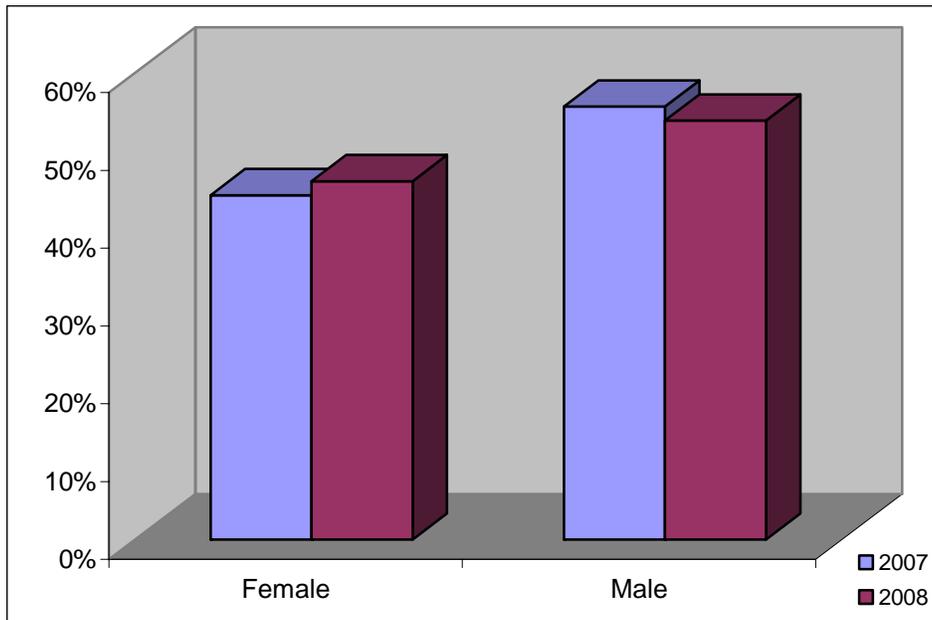
Carver College of Medicine continues to employ the majority of the clinical track faculty (76 percent), followed by the College of Dentistry (8 percent), the College of Nursing (4 percent), and the College of Liberal Arts and Sciences (4 percent). The remaining clinical track faculty are employed in the Colleges of Pharmacy, Education, Law, Public Health, or the Tippie College of Business.

The following table and charts illustrate the growth of the clinical track over the last year and the representation of women and minorities on the clinical track.

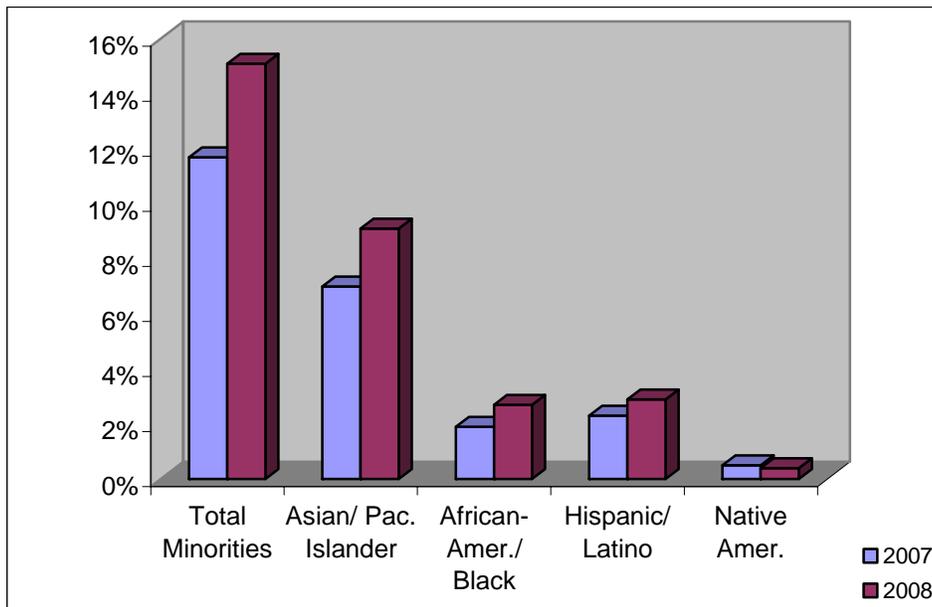
**Table VII  
Clinical Track Faculty by Gender and Race/Ethnicity  
October 1, 2007 – October 1, 2008**

<b>Year</b>	<b>Clinical Track Faculty</b>	<b>Women</b>	<b>Total Minorities</b>	<b>Asian/Pacific Islander</b>	<b>African-American/Black</b>	<b>Hispanic/Latino</b>	<b>Native American</b>
2007	427	189 44.3 %	50 11.7 %	30 7.0 %	8 1.9 %	10 2.3 %	2 0.5 %
2008	449	207 46.1 %	68 15.1 %	41 9.1 %	12 2.7 %	13 2.9 %	2 0.4 %
Net Change	+ 22 + 5.2 %	+ 18 + 9.5 %	+ 18 + 36.0 %	+ 11 + 36.7 %	+ 4 +50.0 %	+ 3 + 30.0 %	0

**Figure 7**  
**Clinical Track Faculty by Gender**  
**October 1, 2007 – October 1, 2008**



**Figure 8**  
**Clinical Track Faculty by Race/Ethnicity**  
**October 1, 2007 – October 1, 2008**



## V. STRATEGIC PLANNING INDICATORS: TARGET EMPLOYMENT CATEGORIES

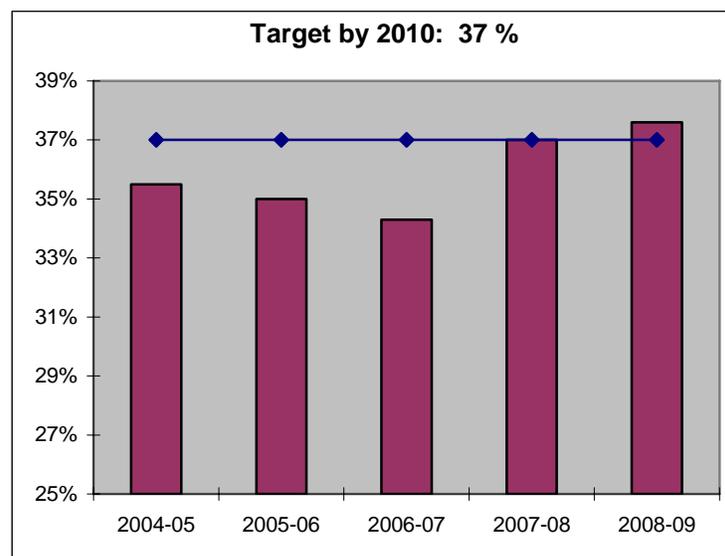
In *The Iowa Promise: A Strategic Plan for The University of Iowa 2005 - 2010*, the University has established indicators of progress towards achieving a diverse faculty and staff. These indicators are specific targets for representation of women and racial/ethnic minorities in specific workforce categories over the five-year period. The targeted employment categories include two workforce areas for women and three for racial/ethnic minorities. In Fiscal Year 2009, the University achieved two of the five goals and made gains towards achieving the other three strategic indicators.

The following table and charts detail progress toward achieving the representation targets.

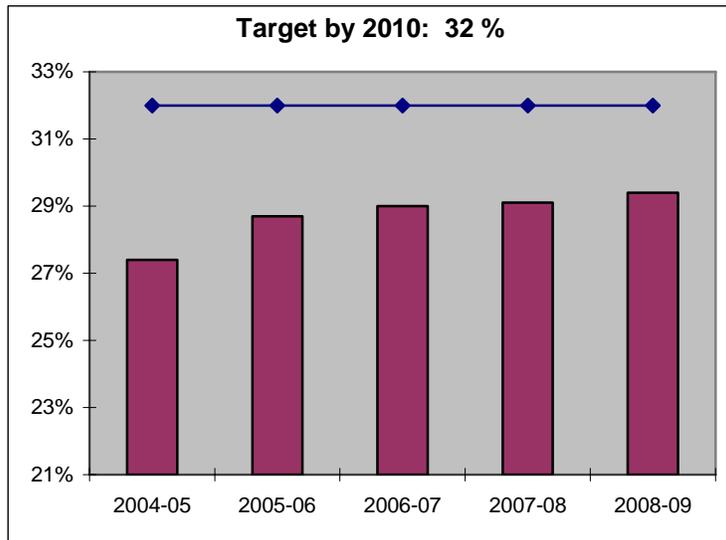
**Table VIII**  
**Progress Towards Strategic Planning Indicators of**  
**Gender and Racial/Ethnic Diversity Among Faculty and Staff**

Category	Fiscal Year '08 (as of 10-1-07)	Fiscal Year '09 (as of 10-1-08)	Target	Target Met
<b>WOMEN</b>				
Executive, Administrative, and Managerial Staff	37.0 %	Increased to 37.6 %	37.0 %	Yes
Tenured/Tenure Track Faculty	29.1 %	Increased to 29.4 %	32.0 %	No
<b>RACIAL/ETHNIC MINORITIES</b>				
Executive, Administrative, and Managerial Staff	7.1 %	Increased to 7.4 %	8.0 %	No
Tenured/Tenure Track Faculty	17.1 %	Increased to 17.7 %	16.0 %	Yes
Professional & Scientific Staff	6.6 %	Increased to 6.9 %	7.5 %	No

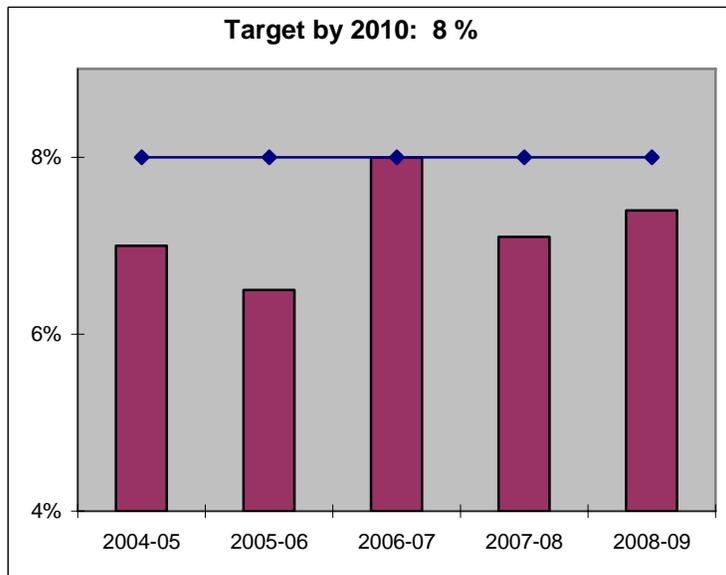
**Figure 9**  
**Female Executive, Administrative, and Managerial Staff**  
**Strategic Indicators, 2005 – 2010**



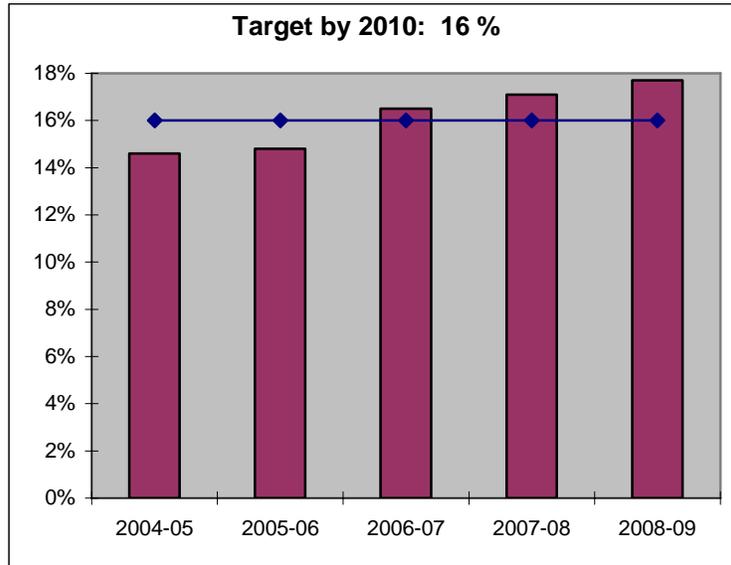
**Figure 10**  
**Female Tenured/Tenure Track Faculty**  
**Strategic Indicators, 2005 – 2010**



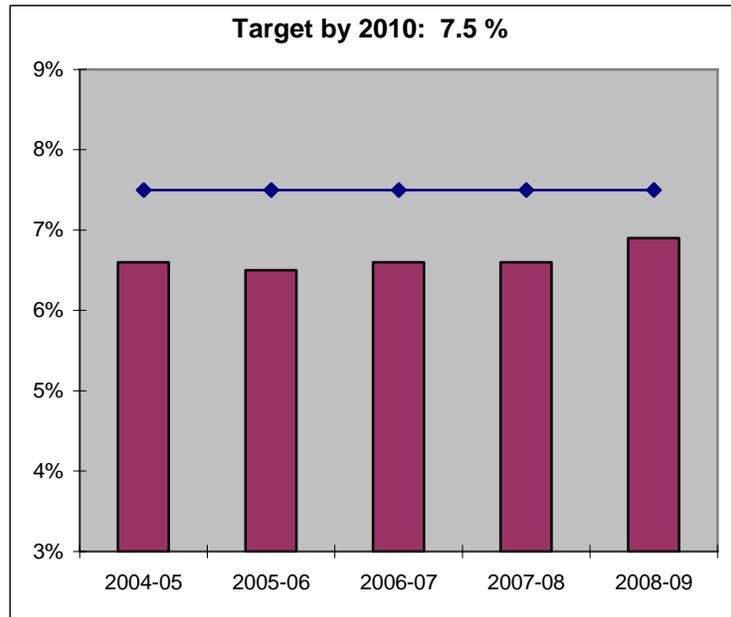
**Figure 11**  
**Racial/Ethnic Minority Executive, Administrative, and Managerial Staff**  
**Strategic Indicators, 2005 – 2010**



**Figure 12**  
**Racial/Ethnic Minority Tenured/Tenure Track Faculty**  
**Strategic Indicators, 2005 – 2010**



**Figure 13**  
**Racial/Ethnic Minority Professional and Scientific Staff**  
**Strategic Indicators, 2005 – 2010**



## **VI. ANNUAL HIRING GOALS: 2007-08 AND 2008-09**

### **A. How Hiring Goals are Determined**

In accordance with requirements of the Office of Federal Contract Compliance Programs, the Office of Equal Opportunity and Diversity annually conducts formal availability analyses, identifies areas where underrepresentation of women and/or racial/ethnic minorities exists, and establishes hiring goals for the coming year for those underrepresented areas. The availability analyses result in estimates of the percentage and number of qualified women and racial/ethnic minorities available for employment in each academic field and job group (staff job titles similar in content, pay rates, and opportunities) at The University of Iowa. These availability estimates are compared to the actual rates of employment by the University to identify faculty departments and staff job groups where underrepresentation exists.<sup>1</sup> In other words, a faculty department or staff job group is said to be underrepresented for women or minorities when fewer women or minorities are employed than would reasonably be expected based on estimated availability. Underrepresentation may be affected by several factors including new hires, promotions and transfers; loss of personnel; a change in the availability of women and minorities in the relevant job market; and/or a combination of factors.

The University of Iowa sets annual hiring goals when underrepresentation of women or minorities is identified within a department or job group. Hiring goals are calculated as the total number of hires by the estimated availability percentage of the underrepresented group, rounded to the nearest whole number as goals are established in terms of individuals. Therefore, some underrepresented areas may not have goals established if the level of hiring activity by the estimated availability is insufficient to yield a rounded hiring goal of at least one individual. Goals are initially set at the beginning of the data year based on anticipated hiring activity and are adjusted at the close of the data year to reflect the actual rate of hiring activity.

### **B. Hiring Goals for the 2007-08 Data Year**

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2007-08 data year totaled 151 women and 27 minorities. The goals were compared to the number of actual hires in each underrepresented department or job group to determine whether the goals were met. While hiring goals were achieved in some departments/job groups, underrepresentation of women and minorities remains in other areas. With all underrepresented departments and job groups aggregated, the University was underrepresented by 359 women (2.3%) and by 54 minorities (0.3%) as of October 1, 2008.

The following tables show departments/job groups in which underrepresentation was identified as of October 1, 2007; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2007-08; and whether these goals were met.

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<sup>1</sup> Statistical analyses are conducted for each faculty department and staff job group; if the difference between the estimated availability and the actual workforce percentage meets or exceeds two standard deviations, the department or job group is identified as underrepresented.

**Table IX  
Progress Toward Annual Hiring Goals for Faculty, Data Year 2007-08**

College	Department	Women				Minorities			
		Number of New Hires	Hiring Goal for Women	Total Females Hired	Was Goal Met?	Number of New Hires	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
<b>POA Group 2: Tenured/Tenure Track Faculty</b>									
Education	Psychological & Quantitative Foundations	1	1	1	Yes				
	Teaching & Learning	2	1	1	Yes				
Liberal Arts & Sciences	Psychology	2	1	2	Yes				
Carver College of Medicine	Microbiology	0	0	0	n/a *				
	Pathology	1	0	0	n/a *				
	Pediatrics	0	0	0	n/a *				
	Radiology	4	1	1	Yes				
Public Health	Occupational & Environmental Health					1	0	1	Yes
<b>POA Group 3: Non-Tenure Track Faculty</b>									
Public Health	Occupational & Environmental Health	0	0	0	n/a *				

\* n/a: Although underrepresentation was identified within the department, the actual rate of new hires by the estimated availability was not sufficient to yield a hiring goal of at least one individual.

**Table X  
Progress Toward Annual Hiring Goals for Staff, Data Year 2007-08**

Job Group	Women				Minorities			
	Number of New Hires	Hiring Goal for Women	Total Females Hired	Was Goal Met?	Number of New Hires	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
<b>POA Group 1: Executive, Administrative, and Managerial Staff</b>								
1D					4	1	0	No
<b>POA Group 4: Professional and Scientific Staff</b>								
3A	65	47	43	Partially				
3D					161	10	17	Yes
3E	57	21	8	Partially				
3H					101	7	6	Partially
3J					38	1	2	Yes
3N					36	3	2	Partially
3O					12	1	4	Yes
3U	39	18	10	Partially				
3Z	14	6	4	Partially				
<b>POA Group 5: Secretarial and Clerical Staff</b>								
4K	9	3	0	No				
<b>POA Group 6: Technical and Paraprofessional Staff</b>								
5A	6	3	4	Yes				
5E	3	2	1	Partially				
5G	30	21	16	Partially	30	3	3	Yes
<b>POA Group 8: Service and Maintenance Staff</b>								
7E	7	3	0	No				
7F					2	1	0	No
7I	10	2	1	Partially				
7J	9	4	3	Partially				
7O	18	13	11	Partially				

\* n/a: Although underrepresentation was identified within the job group, the actual rate of new hires by the estimated availability was not sufficient to yield a hiring goal of at least one individual.

### C. Hiring Goals for the 2008–09 Data Year

Anticipated hiring goals for women and minorities for 2008-09, aggregated by Primary Occupational Activity group, are shown in the table below.

**Table XI**  
**Annual Hiring Goals for Data Year 2008-09**

<b>Primary Occupational Activity Group</b>	<b>Women Total Hiring Goals</b>	<b>Minorities Total Hiring Goals</b>
1 Executive, Administrative, and Managerial Staff	9	
2 Tenured/Tenure Track Faculty	13	
4 Professional & Scientific Staff	78	12
5 Secretarial and Clerical Staff	3	
6 Technical and Paraprofessional Staff	25	
8 Service and Maintenance Staff	22	
<b>Total</b>	<b>150</b>	<b>12</b>

Note: Blank cells indicate that goals were not established, either because no underrepresentation was identified or because the estimated availability by the anticipated rate of hiring was insufficient to yield a rounded hiring goal of at least one individual.

**VII. FIVE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:  
2003 - 2008**

**A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity,  
2003 – 2008**

*Overall Changes.* The University of Iowa workforce has increased by 1,561 individuals (11.1 percent) over the last five years, from 14,014 in 2003 to 15,575 in 2008. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

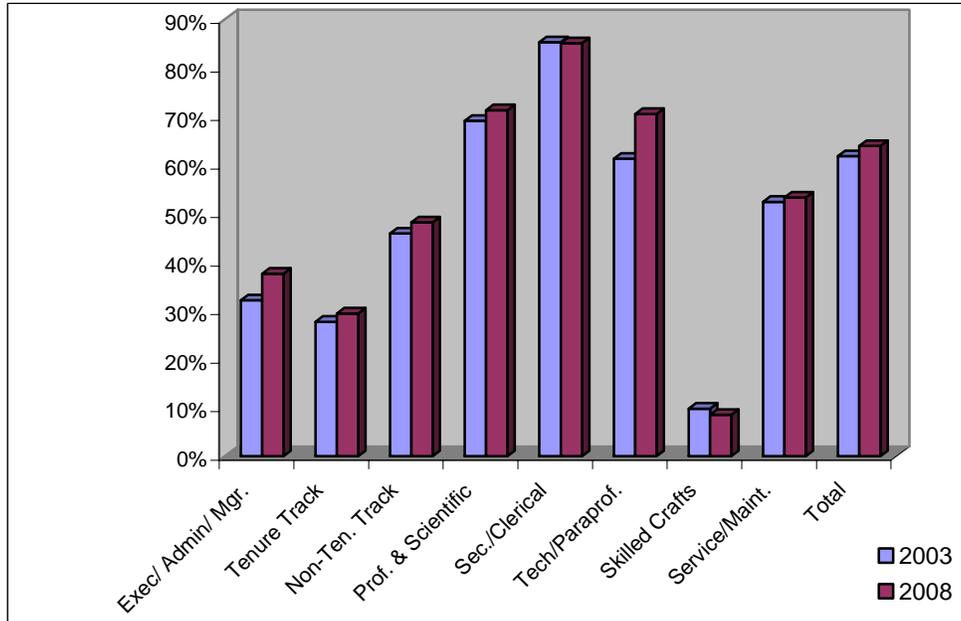
*Gender.* The number of women in the workforce increased by 14.8 percent in the five-year period, with the largest proportional increase in Executive, Administrative, and Managerial Staff and the largest net increase in Professional and Scientific Staff. The largest proportional decrease was among Skilled Crafts Staff, and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart provide more details of the University's workforce on October 1, 2003 and on October 1, 2008 by POA group and gender.

**Table XII  
Faculty and Staff by Primary Occupational Activity Group and Gender  
October 1, 2003 – October 1, 2008**

Primary Occupational Activity Group	2003		2008		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	315	101 32.1 %	380	143 37.6 %	+ 65 + 20.6 %	+ 42 + 41.6 %
2 Tenured/Tenure Track Faculty	1,561	433 27.7 %	1,488	437 29.4 %	- 73 - 4.7 %	+ 4 + 0.9 %
3 Non-Tenure Track Faculty	534	245 45.9 %	703	339 48.2 %	+ 169 + 31.6 %	+ 94 + 38.4 %
4 Professional & Scientific Staff	6,273	4,334 69.1 %	7,596	5,416 71.3 %	+ 1,323 + 21.1 %	+ 1,082 + 25.0 %
5 Secretarial and Clerical Staff	2,713	2,313 85.3 %	2,565	2,184 85.1 %	- 148 - 5.5 %	- 129 - 5.6 %
6 Technical and Paraprofessional Staff	480	294 61.3 %	562	396 70.5 %	+ 82 + 17.1 %	+ 102 + 34.7 %
7 Skilled Crafts Staff	409	40 9.8 %	398	34 8.5 %	- 11 - 2.7 %	- 6 - 15.0 %
8 Service and Maintenance Staff	1,729	906 52.4 %	1,883	1,003 53.3 %	+ 154 + 8.9 %	+ 97 + 10.7 %
<b>Total</b>	<b>14,014</b>	<b>8,666 61.8%</b>	<b>15,575</b>	<b>9,952 63.9 %</b>	<b>+ 1,561 + 11.1 %</b>	<b>+ 1,286 + 14.8 %</b>

**Figure 14**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2003 – October 1, 2008**



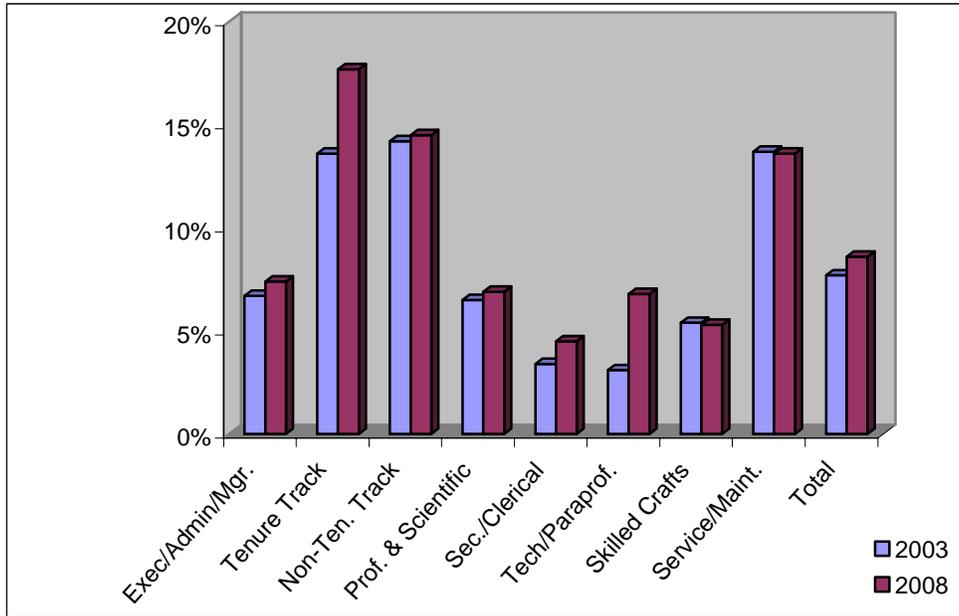
*Race/Ethnicity.* Between October 1, 2003 and October 1, 2008, overall racial/ethnic minority representation increased by 24.2 percent, with notable gains in Executive, Administrative and Managerial Staff, Tenured/Tenure Track Faculty, Non-Tenure Track Faculty, Professional and Scientific Staff, and Secretarial and Clerical Staff. The only POA group with a decrease in minority representation was Skilled Crafts Staff (one individual or 4.5 percent). The total numbers of Asians/Pacific Islanders, African-Americans/Blacks, and Hispanics/Latinos on the University's faculty and staff increased, while the number of Native Americans decreased.

Changes in the racial/ethnic composition of The University of Iowa's workforce from October 1, 2003 to October 1, 2008 are detailed in the table and charts on the following pages.

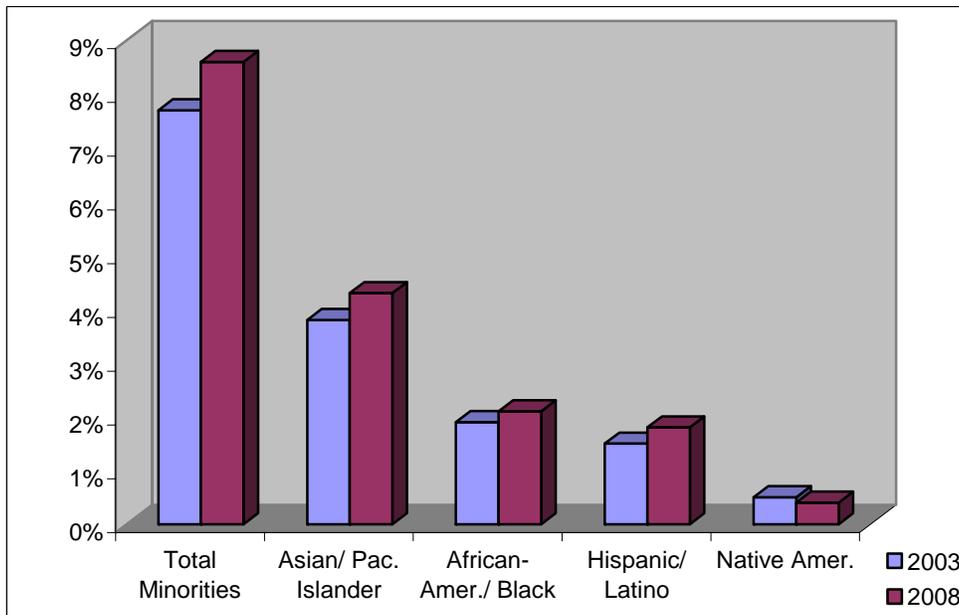
**Table XIII**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**  
**October 1, 2003 – October 1, 2008**

Primary Occupational Activity Group	2003						2008						Net Change					
	Total	Total Minorities	Asian/Pacific Islander	African Amer./ Black	Hispanic/Latino	Native American	Total	Total Minorities	Asian/Pacific Islander	African Amer./ Black	Hispanic/Latino	Native American	Total	Total Minorities	Asian/Pacific Islander	African Amer./ Black	Hispanic/Latino	Native American
1 Executive, Administrative, & Managerial Staff	315	21 6.7%	10 3.2%	7 2.2%	3 1.0%	1 0.3%	380	28 7.4%	9 2.4%	14 3.7%	4 1.1%	1 0.3%	+65 +20.6%	+7 +33.3%	-1 -10.0%	+7 +100.0%	+1 +33.3%	0
2 Tenured/Tenure Track Faculty	1,561	212 13.6%	134 8.6%	32 2.0%	42 2.7%	4 0.3%	1,488	264 17.7%	172 11.6%	38 2.6%	46 3.1%	8 0.5%	-73 -4.7%	+52 +24.5%	+38 +28.4%	+6 +18.8%	+4 +9.5%	+4 +100.0%
3 Non-Tenure Track Faculty	534	76 14.2%	46 8.6%	13 2.4%	13 2.4%	4 0.7%	703	102 14.5%	61 8.7%	15 2.1%	24 3.4%	2 0.3%	+169 +31.6%	+26 +34.2%	+15 +32.6%	+2 +15.4%	+11 +84.6%	-2 -50.0%
4 Professional & Scientific Staff	6,273	408 6.5%	236 3.8%	78 1.2%	77 1.2%	17 0.3%	7,596	521 6.9%	316 4.2%	88 1.2%	102 1.3%	15 0.2%	+1,323 +21.1%	+113 +27.7%	+80 +33.9%	+10 +12.8%	+25 +32.5%	-2 -11.8%
5 Secretarial & Clerical Staff	2,713	93 3.4%	33 1.2%	31 1.1%	16 0.6%	13 0.5%	2,565	115 4.5%	37 1.4%	42 1.6%	28 1.1%	8 0.3%	-148 -5.5%	+22 +23.7%	+4 +12.1%	+11 +35.5%	+12 +75.0%	-5 -38.5%
6 Technical & Paraprofessional Staff	480	15 3.1%	5 1.0%	4 0.8%	6 1.3%	0	562	38 6.8%	9 1.6%	14 2.5%	13 2.3%	2 0.4%	+82 +17.1%	+23 +153.3%	+4 +80.0%	+10 +250.0%	+7 +116.7%	+2 n/a
7 Skilled Crafts Staff	409	22 5.4%	0	8 2.0%	7 1.7%	7 1.7%	398	21 5.3%	0	7 1.8%	7 1.8%	7 1.8%	-11 -2.7%	-1 -4.5%	0	-1 -12.5%	0	0
8 Service & Maintenance Staff	1,729	237 13.7%	64 3.7%	100 5.8%	50 2.9%	23 1.3%	1,883	257 13.6%	67 3.6%	110 5.8%	62 3.3%	18 1.0%	+154 +8.9%	+20 +8.4%	+3 +4.7%	+10 +10.0%	+12 +24.0%	-5 -21.7%
<b>Total</b>	<b>14,014</b>	<b>1,084 7.7%</b>	<b>528 3.8%</b>	<b>273 1.9%</b>	<b>214 1.5%</b>	<b>69 0.5%</b>	<b>15,575</b>	<b>1,346 8.6%</b>	<b>671 4.3%</b>	<b>328 2.1%</b>	<b>286 1.8%</b>	<b>61 0.4%</b>	<b>+1,561 +11.1%</b>	<b>+262 +24.2%</b>	<b>+143 +27.1%</b>	<b>+55 +20.1%</b>	<b>+72 +33.6%</b>	<b>-8 -11.6%</b>

**Figure 15**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2003 – October 1, 2008**



**Figure 16**  
**Total Workforce by Race/Ethnicity**  
**October 1, 2003 – October 1, 2008**



## B. Faculty and Staff by Disability and Veteran Status, 2003 – 2008

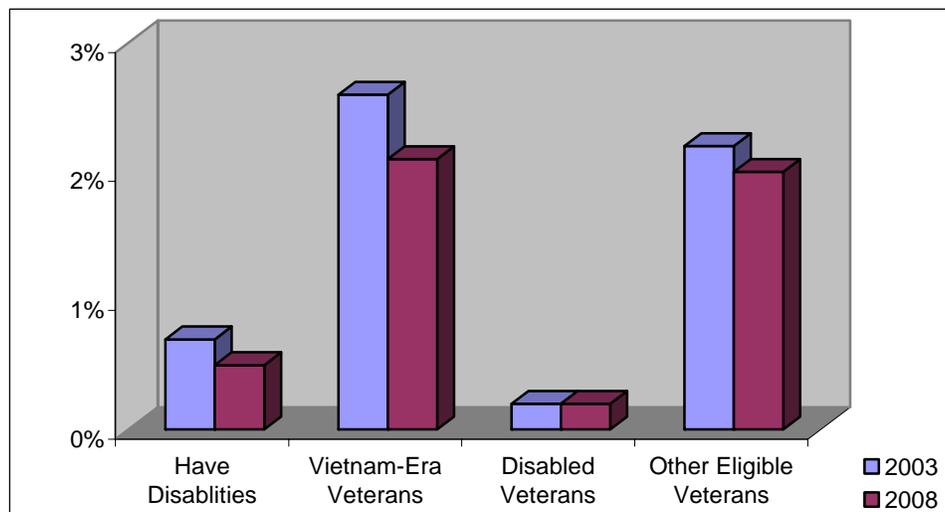
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. During the five-year period, the number of faculty and staff who reported having disabilities decreased from 101 to 82, a change of 18.8 percent. The number of faculty and staff who self-identified as Vietnam-era veterans decreased by 41 (11.3 percent), the number of disabled veterans decreased by 8 (25.0 percent), and the number of other eligible veterans increased by 6 (1.9 percent).

The following table and chart provide more details about the number of faculty and staff who reported having disabilities and the number of Vietnam-era veterans, disabled veterans, and other eligible veterans in 2003 and in 2008.

**Table XIV**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2003 – October 1, 2008**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
2003	14,014	101 0.7 %	363 2.6 %	32 0.2 %	313 2.2 %
2008	15,575	82 0.5 %	322 2.1 %	24 0.2 %	319 2.0 %
Net Change	+ 1,561 + 11.1 %	- 19 - 18.8 %	- 41 - 11.3 %	- 8 - 25.0 %	+ 6 + 1.9 %

**Figure 17**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2003 – October 1, 2008**



### C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2003 – 2008

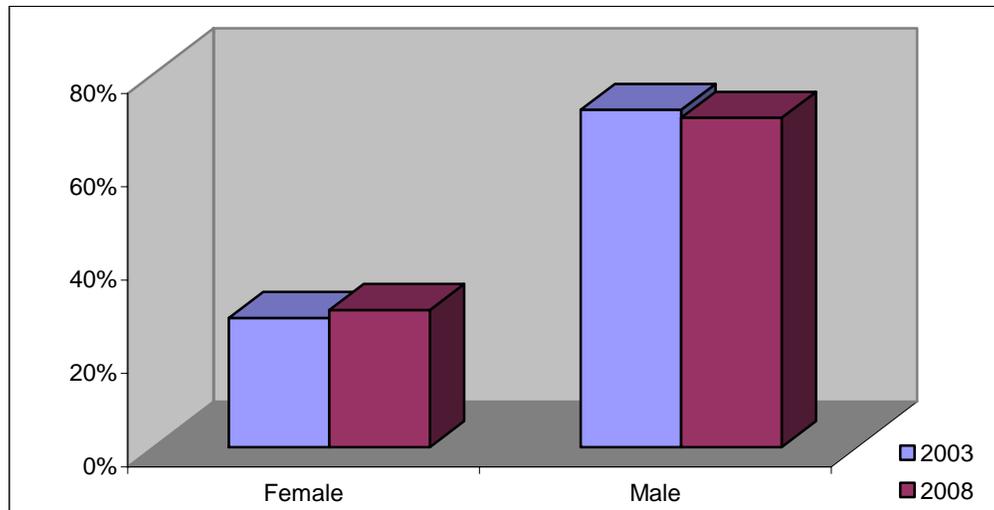
The University has experienced a net decrease of 73 tenured/tenure track faculty (4.7 percent) since October 1, 2003. During this five-year period, the number of female tenured/tenure track faculty increased by 4 (0.9 percent) and the number of minorities increased by 52 (24.5 percent). The largest net gain in the minority tenure track faculty was among Asian/Pacific Islanders (38 faculty members) and the largest proportional gain was among Native Americans (4 faculty or 100 percent).

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 2003 and in October 2008.

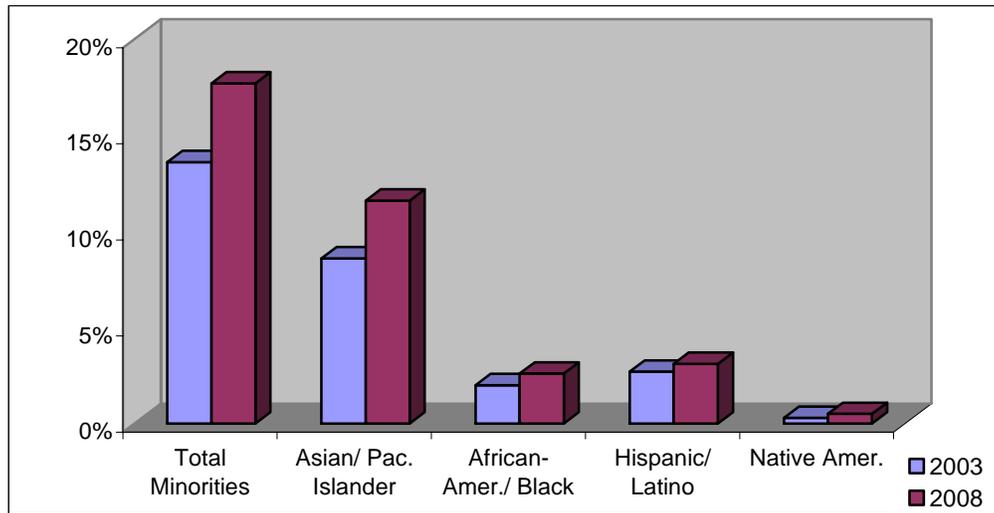
**Table XV**  
**Tenured/Tenure Track Faculty by Gender and Race/Ethnicity**  
**October 1, 2003 – October 1, 2008**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
2003	1,561	433 27.7 %	212 13.6 %	134 8.6 %	32 2.0 %	42 2.7 %	4 0.3 %
2008	1,488	437 29.4 %	264 17.7 %	172 11.6 %	38 2.6 %	46 3.1 %	8 0.5 %
Net Change	- 73 - 4.7 %	+ 4 + 0.9 %	+ 52 + 24.5 %	+ 38 + 28.4 %	+ 6 + 18.8 %	+ 4 + 9.5 %	+ 4 + 100.0 %

**Figure 18**  
**Tenured/Tenure Track Faculty by Gender**  
**October 1, 2003 – October 1, 2008**



**Figure 19**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**October 1, 2003 – October 1, 2008**



**D. Clinical Track Faculty by Gender and Race/Ethnicity, 2003 - 2008**

There has been significant growth over the last five years in the number of clinical track faculty. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty.

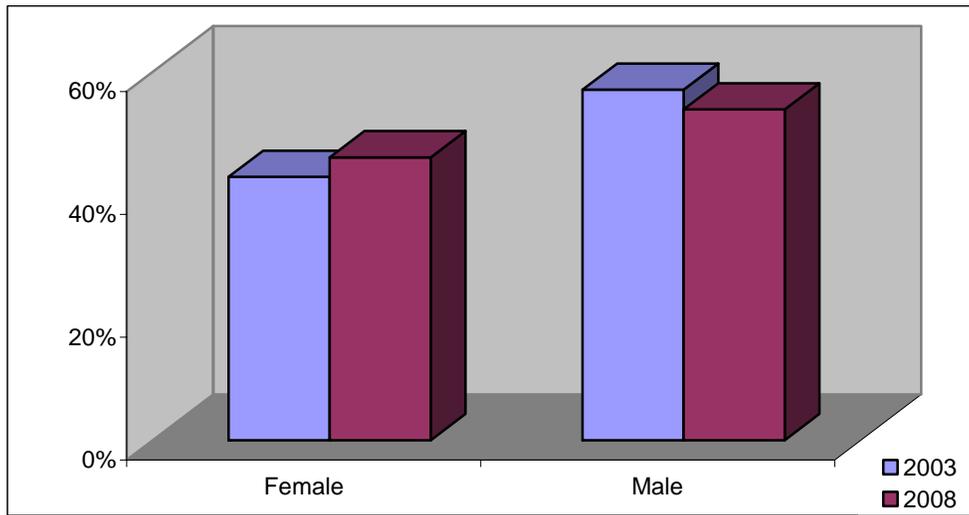
The clinical track faculty increased from 350 in 2003 to 449 in 2008, an increase of 28.3 percent over the five-year period. The number of women on the clinical track has increased by 38.0 percent, and the number of minorities has increased by 83.8 percent.

The table and charts on the following pages illustrate the growth of the clinical track over the last five years and the representation of women and minorities on the clinical track.

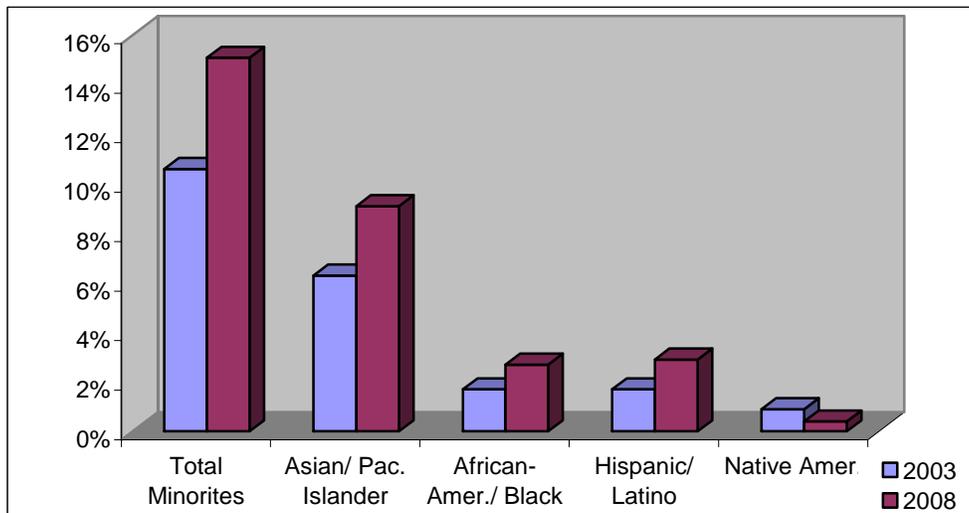
**Table XVI**  
**Clinical Track Faculty by Gender and Race/Ethnicity**  
**October 1, 2003 – October 1, 2008**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/ Black	Hispanic/Latino	Native American
2003	350	150 42.9 %	37 10.6 %	22 6.3 %	6 1.7 %	6 1.7 %	3 0.9 %
2008	449	207 46.1 %	68 15.1 %	41 9.1 %	12 2.7 %	13 2.9 %	2 0.4 %
Net Change	+ 99 + 28.3 %	+ 57 + 38.0 %	+ 31 + 83.8 %	+ 19 + 86.4 %	+ 6 + 100.0 %	+ 7 + 116.7 %	- 1 -33.3 %

**Figure 20**  
**Clinical Track Faculty by Gender**  
**October 1, 2003 – October 1, 2008**



**Figure 21**  
**Clinical Track Faculty by Race/Ethnicity**  
**October 1, 2003 – October 1, 2008**



**VIII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:  
1998 - 2008**

**A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity,  
1998 - 2008**

*Overall Changes.* Over the last ten years, The University of Iowa workforce has increased by 20.1 percent, from 12,967 in 1998 to 15,575 in 2008. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was among Professional and Scientific Staff. The greatest proportional decrease was in Skilled Crafts Staff, and the greatest net decrease was in Tenured/Tenure Track Faculty.

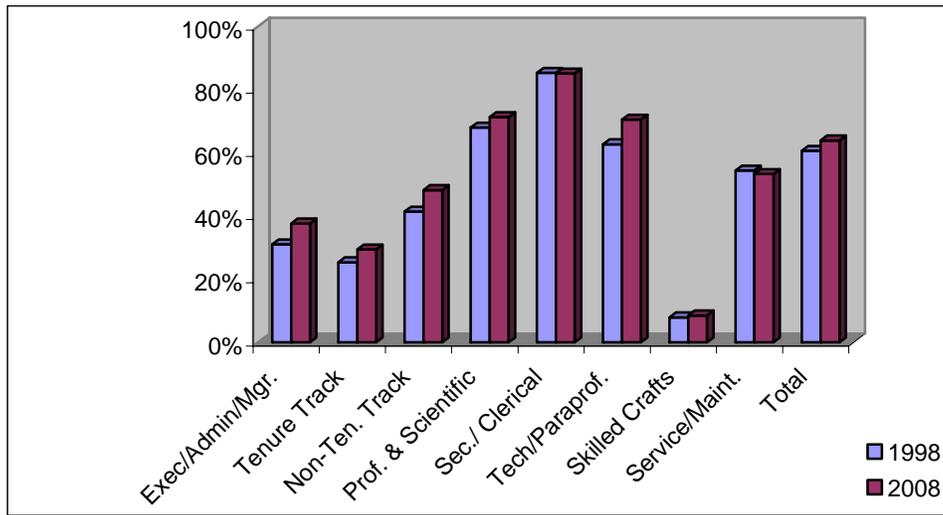
*Gender.* The number of women in the workforce has increased by 26.7 percent overall, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The POA group with the largest proportional decrease was Skilled Crafts Staff and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart compare the University's workforce on October 1, 1998 to that on October 1, 2008 by POA group and gender.

**Table XVII  
Faculty and Staff by POA Group and Gender  
October 1, 1998 – October 1, 2008**

Primary Occupational Activity Group	1998		2008		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	271	84 31.0 %	380	143 37.6 %	+ 109 + 40.2 %	+ 59 + 70.2 %
2 Tenured/Tenure Track Faculty	1,573	398 25.3 %	1,488	437 29.4 %	- 85 - 5.4 %	+ 39 + 9.8 %
3 Non-Tenure Track Faculty	428	177 41.4 %	703	339 48.2 %	+ 275 + 64.3 %	+ 162 + 91.5 %
4 Professional & Scientific Staff	5,354	3,642 68.0 %	7,596	5,416 71.3 %	+ 2,242 + 41.9 %	+ 1,774 + 48.7 %
5 Secretarial and Clerical Staff	2,630	2,243 85.3 %	2,565	2,184 85.1 %	- 65 - 2.5 %	- 59 - 2.6 %
6 Technical and Paraprofessional Staff	504	316 62.7 %	562	396 70.5 %	+ 58 + 11.5 %	+ 80 + 25.3 %
7 Skilled Crafts Staff	442	35 7.9 %	398	34 8.5 %	- 44 - 10.0 %	- 1 - 2.9 %
8 Service and Maintenance Staff	1,765	960 54.4 %	1,883	1,003 53.3 %	+ 118 + 6.7 %	+ 43 + 4.5 %
<b>Total</b>	<b>12,967</b>	<b>7,855 60.6 %</b>	<b>15,575</b>	<b>9,952 63.9 %</b>	<b>+ 2,608 + 20.1 %</b>	<b>+ 2,097 + 26.7 %</b>

**Figure 22**  
**Female Faculty and Staff by POA Group**  
**October 1, 1998 – October 1, 2008**



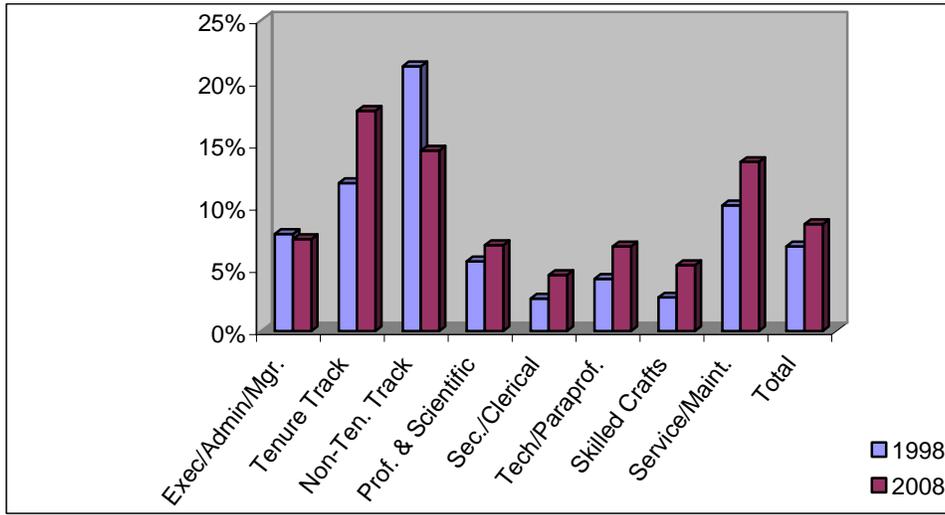
*Race/Ethnicity.* Since 1998, racial/ethnic minority representation in the workforce has increased by 52.6 percent overall, with increases in the numbers of Asians/Pacific Islanders, Hispanics/Latinos, and African Americans/Blacks. The number of Native Americans decreased by eight individuals or 11.6 percent. The number of minorities increased in all of the POA groups, with the largest proportional increase among Technical and Paraprofessional Staff and the largest net increase in Professional and Scientific Staff.

The following table and charts provide more detail about the number of minority faculty and staff by race/ethnicity and POA group on October 1, 1998 and October 1, 2008.

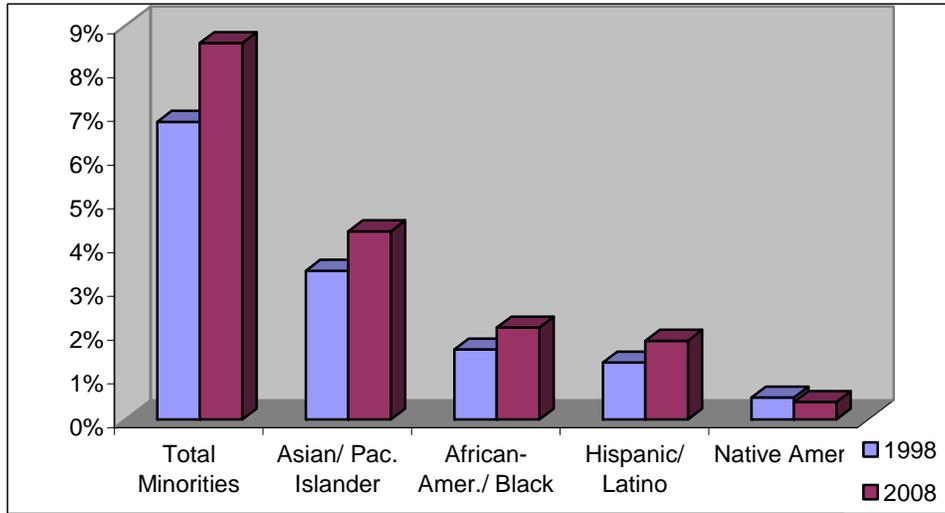
**Table XVIII**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**  
**October 1, 1998 – October 1, 2008**

Primary Occupational Activity Group	1998						2008						Net Change					
	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American
1 Executive, Administrative, & Managerial Staff	271	21 7.7%	5 1.8%	11 4.1%	4 1.5%	1 0.4%	380	28 7.4%	9 2.4%	14 3.7%	4 1.1%	1 0.3%	+109 +40.2%	+7 +33.3%	+4 +80.0%	+3 +27.3%	0	0
2 Tenured/Tenure Track Faculty	1,573	187 11.9%	118 7.5%	25 1.6%	39 2.5%	5 0.3%	1,488	264 17.7%	172 11.6%	38 2.6%	46 3.1%	8 0.5%	-85 -5.4%	+77 +41.2%	+54 +45.8%	+13 +52.0%	+7 +17.9%	+3 +60.0%
3 Non-Tenure Track Faculty	428	91 21.3%	65 15.2%	9 2.1%	15 3.5%	2 0.5%	703	102 14.5%	61 8.7%	15 2.1%	24 3.4%	2 0.3%	+275 +64.3%	+11 +12.1%	-4 -6.2%	+6 +66.7%	+9 +60.0%	0
4 Professional & Scientific Staff	5,354	302 5.6%	162 3.0%	65 1.2%	56 1.0%	19 0.4%	7,596	521 6.9%	316 4.2%	88 1.2%	102 1.3%	15 0.2%	+2,242 +41.9%	+219 +72.5%	+154 +95.1%	+23 +35.4%	+46 +82.1%	-4 -21.1%
5 Secretarial & Clerical Staff	2,630	69 2.6%	21 0.8%	28 1.1%	9 0.3%	11 0.4%	2,565	115 4.5%	37 1.4%	42 1.6%	28 1.1%	8 0.3%	-65 -2.5%	+46 +66.7%	+16 +76.2%	+14 +50.0%	+19 +211.1%	-3 -27.3%
6 Technical & Paraprofessional Staff	504	21 4.2%	11 2.2%	4 0.8%	2 0.4%	4 0.8%	562	38 6.8%	9 1.6%	14 2.5%	13 2.3%	2 0.4%	+58 +11.5%	+17 +81.0%	-2 -18.2%	+10 +250.0%	+11 +550.0%	-2 -50.0%
7 Skilled Crafts Staff	442	12 2.7%	0	5 1.1%	5 1.1%	2 0.5%	398	21 5.3%	0	7 1.8%	7 1.8%	7 1.8%	-44 -10.0%	+9 +75.0%	0	+2 +40.0%	+2 +40.0%	+5 +250.0%
8 Service & Maintenance Staff	1,765	179 10.1%	57 3.2%	64 3.6%	33 1.9%	25 1.4%	1,883	257 13.6%	67 3.6%	110 5.8%	62 3.3%	18 1.0%	+118 +6.7%	+78 +43.6%	+10 +17.5%	+46 +71.9%	+29 +87.9%	-7 -28.0%
<b>Total</b>	<b>12,967</b>	<b>882 6.8%</b>	<b>439 3.4%</b>	<b>211 1.6%</b>	<b>163 1.3%</b>	<b>69 0.5%</b>	<b>15,575</b>	<b>1,346 8.6%</b>	<b>671 4.3%</b>	<b>328 2.1%</b>	<b>286 1.8%</b>	<b>61 0.4%</b>	<b>+2,608 +20.1%</b>	<b>+464 +52.6%</b>	<b>+232 +52.8%</b>	<b>+117 +55.5%</b>	<b>+123 +75.5%</b>	<b>-8 -11.6%</b>

**Figure 23**  
**Minority Faculty and Staff by POA Group**  
**October 1, 1998 – October 1, 2008**



**Figure 24**  
**Total Workforce by Race/Ethnicity**  
**October 1, 1998 – October 1, 2008**



## B. Faculty and Staff by Disability and Veteran Status, 1998 – 2008

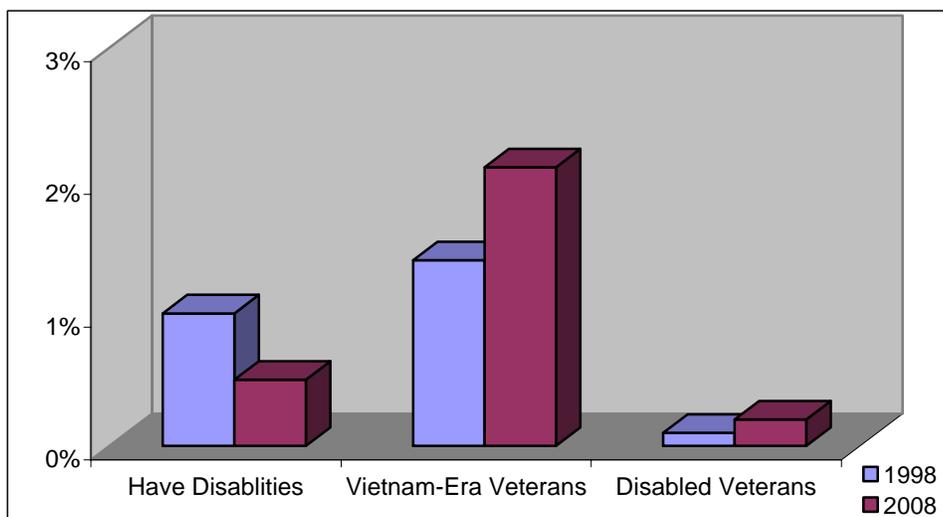
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. Since 1998, the number of faculty and staff who reported having a disability has decreased by 33.9 percent (42 individuals). The number of faculty and staff who self-identified as Vietnam-era veterans increased by 72.2 percent (135 individuals), and the number of disabled veterans increased by 60.0 percent (9 individuals).

The following table and chart indicate the number of faculty and staff who reported having disabilities and the number of Vietnam-era veterans and disabled veterans in October 1998 and in October 2008.

**Table XIX**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 1998 – October 1, 2008**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
1998	12,967	124 1.0 %	187 1.4 %	15 0.1 %	(not collected)
2008	15,575	82 0.5 %	322 2.1 %	24 0.2 %	319 2.0 %
Net Change	+ 2,608 + 20.1 %	- 42 - 33.9 %	+ 135 + 72.2 %	+ 9 + 60.0 %	n/a

**Figure 25**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 1998 – October 1, 2008**



### C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 1998 – 2008

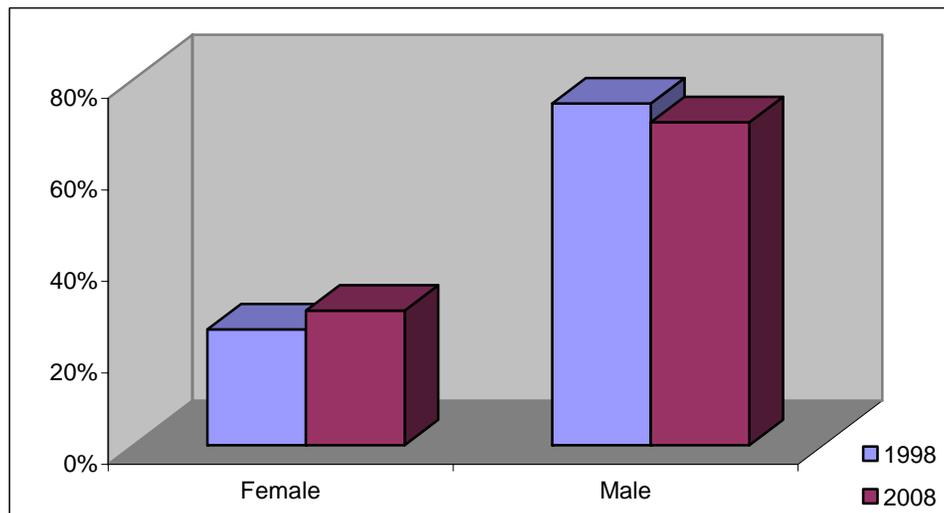
The number of tenured/tenure track faculty decreased by 85 individuals (5.4 percent) over the ten-year period, from 1,573 in 1998 to 1,488 in 2008. However, the numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 9.8 percent and minorities by 41.2 percent. The largest increases in minority tenured/tenure track faculty occurred among Asians/Pacific Islanders (54 individuals or 45.8 percent) and African Americans/Blacks (13 individuals or 52.0 percent). There were also increases in the numbers of Hispanics/Latinos (7 individuals or 17.9 percent) and Native Americans (3 individuals or 60.0 percent) on the tenure track faculty.

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 1998 and in October 2008.

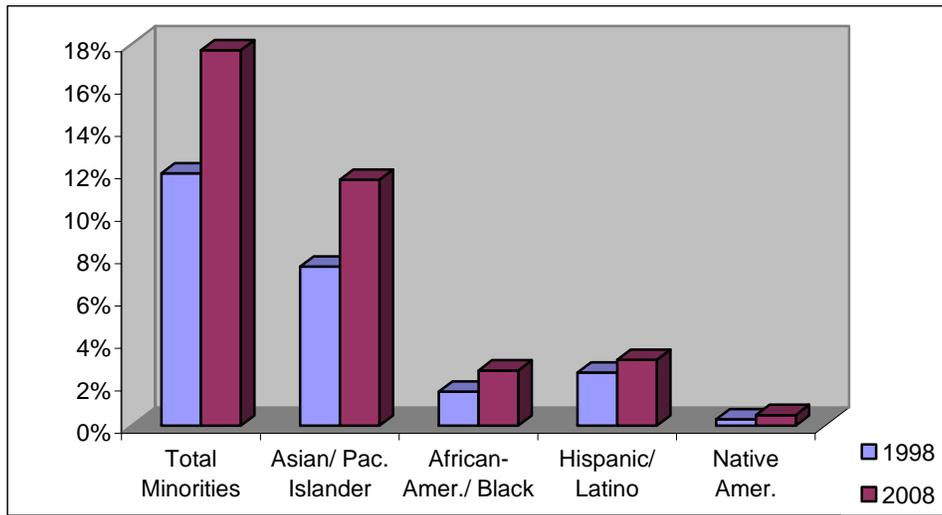
**Table XX**  
**Tenured/Tenure Track Faculty by Gender and Race/Ethnicity**  
**October 1, 1998 – October 1, 2008**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
1998	1,573	398 25.3 %	187 11.9 %	118 7.5 %	25 1.6 %	39 2.5 %	5 0.3 %
2008	1,488	437 29.4 %	264 17.7 %	172 11.6 %	38 2.6 %	46 3.1 %	8 0.5 %
Net Change	- 85 - 5.4 %	+ 39 + 9.8 %	+ 77 + 41.2 %	+ 54 + 45.8 %	+ 13 + 52.0 %	+ 7 + 17.9 %	+ 3 + 60.0 %

**Figure 26**  
**Tenured/Tenure Track Faculty by Gender**  
**October 1, 1998 – October 1, 2008**



**Figure 27**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**October 1, 1998 – October 1, 2008**



**D. Clinical Track Faculty by Gender and Race/Ethnicity, 1998 – 2008**

The clinical track faculty has more than doubled in size in the last ten years, from 177 faculty in 1998 to 449 in 2008. Faculty appointed to clinical track positions are counted among the Non-Tenure Track Faculty POA group. The growth in the number of non-tenure track faculty is directly related to the increased number of clinical track appointments.

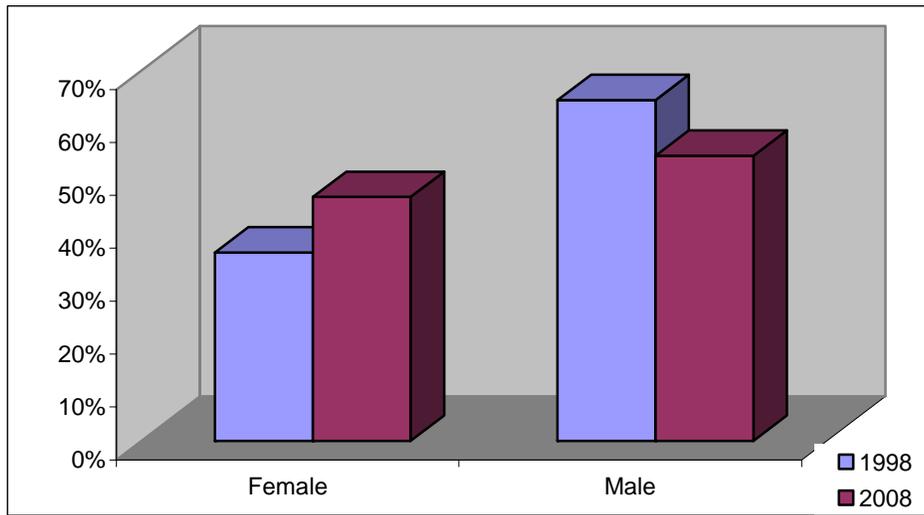
The number of women on the clinical track increased from 63 (35.6 percent) in 1998 to 207 (46.1 percent) in 2008. Over the ten-year period, the number of minorities on the clinical track increased from 24 individuals (13.6 percent) to 68 individuals (15.1 percent).

The table and charts on the following pages illustrate the growth of the clinical track over the last ten years and the representation of women and minorities on the clinical track.

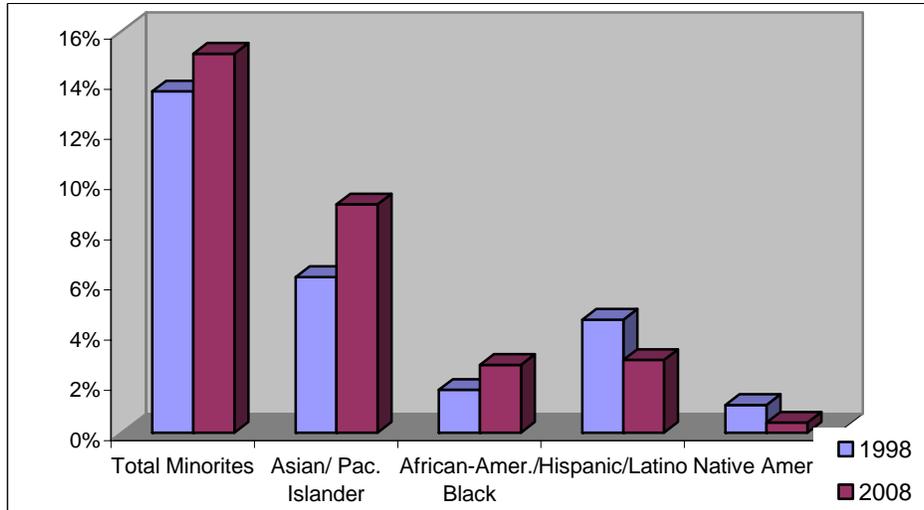
**Table XXI**  
**Clinical Track Faculty by Gender and Race/Ethnicity**  
**October 1, 1998 – October 1, 2008**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/ Black	Hispanic/Latino	Native American
1998	177	63 35.6 %	24 13.6 %	11 6.2 %	3 1.7 %	8 4.5 %	2 1.1 %
2008	449	207 46.1 %	68 15.1 %	41 9.1 %	12 2.7 %	13 2.9 %	2 0.4 %
Net Change	+ 272 + 153.7 %	+ 144 + 228.6 %	+ 44 + 183.3 %	+ 30 + 272.7 %	+ 9 + 300.0 %	+ 5 + 62.5 %	0

**Figure 28**  
**Clinical Track Faculty by Gender**  
**October 1, 1998 – October 1, 2008**



**Figure 29**  
**Clinical Track Faculty by Race/Ethnicity**  
**October 1, 1998 – October 1, 2008**



## IX. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

**Table XXII**

**The University of Iowa Workforce by Primary Occupational Activity Group, Gender, and Minority Status in 1998, 2003, and 2008**

Primary Occupational Activity (POA) Group	September 30, 1998					September 30, 2003					September 30, 2008				
	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total
Executive, Administrative, and Managerial Staff	271	84	31.0%	21	7.7%	315	101	32.1%	21	6.7%	380	143	37.6%	28	7.4%
Tenured/Tenure Track Faculty	1,573	398	25.3%	187	11.9%	1,561	433	27.7%	212	13.6%	1,488	437	29.4%	264	17.7%
Non-Tenure Track Faculty	428	177	41.4%	91	21.3%	534	245	45.9%	76	14.2%	703	339	48.2%	102	14.5%
Professional and Scientific Staff	5,354	3,642	68.0%	302	5.6%	6,273	4,334	69.1%	408	6.5%	7,596	5,416	71.3%	521	6.9%
Secretarial and Clerical Staff	2,630	2,243	85.3%	69	2.6%	2,713	2,313	85.3%	93	3.4%	2,565	2,184	85.1%	115	4.5%
Technical and Paraprofessional Staff	504	316	62.7%	21	4.2%	480	294	61.3%	15	3.1%	562	396	70.5%	38	6.8%
Skilled Crafts Staff	442	35	7.9%	12	2.7%	409	40	9.8%	22	5.4%	398	34	8.5%	21	5.3%
Service and Maintenance Staff	1,765	960	54.4%	179	10.1%	1,729	906	52.4%	237	13.7%	1,883	1,003	53.3%	257	13.6%
<b>Total</b>	<b>12,967</b>	<b>7,855</b>	<b>60.6%</b>	<b>882</b>	<b>6.8%</b>	<b>14,014</b>	<b>8,666</b>	<b>61.8%</b>	<b>1,084</b>	<b>7.7%</b>	<b>15,575</b>	<b>9,952</b>	<b>63.9%</b>	<b>1,346</b>	<b>8.6%</b>

Affirmative Action, Diversity, Multi-Cultural Costs: FY 2008

rev. 10/20/07

Department Name: Board of Regents  
 Person Completing Report: Jennifer Modestou  
 E-mail Address: [jennifer-modestou@uiowa.edu](mailto:jennifer-modestou@uiowa.edu)

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Iowa School for the Deaf	Iowa Braille and Sight Saving School	Total
<b>REVENUES</b>						
<b>STATE APPROPRIATIONS</b>						
General Fund	\$797,188					
Other						
<b>OTHER REVENUES</b>						
Federal Support						
Interest						
Tuition and Fees						
Reimb. Indirect Costs						
Sales and Services						
Other Income						
<b>TOTAL REVENUES</b>	<b>\$797,188</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
<b>EXPENDITURES</b>						
Fac. & Inst. Off. Salaries	\$208,986					
Prof. & Sci. Staff Salaries	\$428,446			\$0	\$0	
General Service Staff Salaries	\$62,926					
Hourly Wages	\$17,990					
Labor in Transfers						
Vacancy Factor						
<b>Subtotal - Salaries</b>	<b>\$718,347</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
Prof. And Scientific Supplies	\$78,841					
Library Acquisitions						
Rentals						
Utilities						
Building Repairs						
Auditor of State Reimb.						
Aid to Individuals						
<b>Subtotal- Other Expenses</b>	<b>\$78,841</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
<b>Total Expenditures</b>	<b>\$797,188</b>					<b>\$797,188</b>

# IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

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## **REPORT TO THE BOARD OF REGENTS STATE OF IOWA**

Annual Affirmative Action Progress  
And Diversity Report  
November 2008

Submitted by:  
Carla R. Espinoza  
Associate Vice President of Human Resource Services  
Director of Equal Opportunity and Diversity  
Equal Opportunity and Diversity  
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# TABLE OF CONTENTS

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<b>OVERVIEW OF OCCUPATIONAL HISTORY .....</b>	<b>6</b>
<b>MEASUREMENT OF GOALS FROM 2007-2008 AFFIRMATIVE ACTION PROGRESS REPORT .....</b>	<b>6</b>
<b>PROGRAMMATIC GOALS: 2008-2009 .....</b>	<b>7</b>
<b>EFFORTS IN DIVERSITY .....</b>	<b>8</b>
<b>COLLEGES.....</b>	<b>15</b>
<i>The College of Agriculture and Life Sciences .....</i>	<i>17</i>
<i>The College of Business .....</i>	<i>24</i>
<i>The College of Design .....</i>	<i>30</i>
<i>The College of Engineering .....</i>	<i>34</i>
<i>The College of Human Sciences .....</i>	<i>41</i>
<i>College of Liberal Arts and Sciences .....</i>	<i>45</i>
<i>The University Library .....</i>	<i>52</i>
<i>The College of Veterinary Medicine .....</i>	<i>56</i>
<b>PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 1998-2008 .....</b>	<b>62</b>

## EXECUTIVE SUMMARY

Diversity programming efforts are Iowa State University's strategic approach to affirmative action and inclusion. Every member of our university community brings a unique perspective to the design, approach and appreciation of solutions to problems facing science and society.

**Carla R. Espinoza**, Associate Vice President, Human Resources Services,  
Director, Equal Opportunity and Diversity

October 2008

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Iowa State University has prepared this Affirmative Action Progress Report to describe the progress made this past year in the areas of affirmative action and diversity. This Executive Summary explains the role diversity and inclusion play at Iowa State University and provides an overview of the changes in underrepresented groups in the faculty and staff. Additionally, this report summarizes programmatic efforts to promote diversity among faculty, staff, and students. The statistical data used in the Affirmative Action Progress Report has been gathered from October 1, 2007 to September 30, 2008.

Iowa State University continues to explore avenues to increase diversity within the community and across campus.

Iowa State University continues to take an active role in recruiting for diversity within the community. The Equal Opportunity and Diversity Office in conjunction with the Human Resource Services Department continue to attend job fairs and speak to diverse groups regarding employment. In addition to partnering with the Ames Iowa Workforce Development office to help applicants find jobs at Iowa State University, the Office of Equal Opportunity and Diversity has begun to take a more active role in assisting colleges with recruiting efforts.

Iowa State University has continued holding sessions for faculty and staff regarding the Discrimination and Harassment policy. The participants learn discrimination and harassment, how to prevent, and what the reporting procedures are. Having a solid policy and educating people on that policy will help in the event discrimination does occur.

Iowa State University has also increased its efforts in retention of women and people of color. Steps towards creating a more welcoming environment at the local levels have occurred. Human Resource Services has incorporated a welcome letter to all new employees, identifying key steps needed for a smooth transition to the University community.

Members of Iowa State University continue to take steps to create national exposure for Iowa State's commitment to diversity. The Office of Equal Opportunity and Diversity represented Iowa State University as presenters at the National Conference on Race and Ethnicity (NCORE) and MOSAIC conference. The Vice President of Student Affairs is an integral part of the planning and development of NCORE, a highly regarded national

conference. Stemming from NCORE is the nationally acclaimed Iowa State Conference on Race and Ethnicity (ISCORE) held annual at Iowa State University. College and University students from across the United States attend NCORE to interact with Iowa State students, and learn how to implement and deliver their own version of a conference on race and ethnicity.

In addition, representatives of Iowa State University participate on the Iowa Commission on the Status of Women, as District 7 Regional Director for the American Association for Affirmative Action, serve on the national board of directors for the Office of Women in Higher Education, a division of the American Council on Education, and a variety of other groups committed to advancing women and people of color in higher education.

Iowa State University and the Office of Equal Opportunity and Diversity also collaborated with colleges across Iowa and other regent universities to deliver the Diversity Summit 2008. The event, “Learning, Living, and Workplace Diversity Climate: Campus/Community Collaborations” brought community and university professionals together to discuss current diversity events and to develop strategic partnerships. This conference established Iowa State University as a key partner to the state on the issues of diversity and inclusion.

This report will also showcase the efforts each college and department has made to ensure diversity is part of their academic and professional environment.

The efforts made by Iowa State University can be measured by the proportion of underrepresented faculty and staff as compared to the proportion of the state of Iowa’s underrepresented population. The table below gives this overall proportion:

Underrepresented group	Percentage of underrepresented faculty and staff at Iowa State University	Percentage of underrepresented population in the state of Iowa <sup>1</sup>
Women	<b>50.2</b>	<b>50.9</b>
Minorities	<b>10.4</b>	<b>6.1</b>

Iowa State University experienced an increase in female employees from 2007 in Executive/Administrative/Managerial by 1.4%, Faculty Tenured/Tenure Track by 0.8%, Non Tenure Track Faculty by 1.6%, Professional and Scientific by 2%, Technical/Paraprofessional by 2.2%, and Skilled Crafts by 0.4%.

There was a decrease in female employees from 2007 in the Secretarial/Clerical group by 0.4% and the Service and Maintenance group by 4.0%.

There was a decrease in minority employees in Faculty Non-Tenure Track by 2.1% and Service/Maintenance by 2.0%.

Professional and Scientific percentage of minority employees remained constant at 10.8%. Iowa State University did see an increase in the number of minority employees by 7

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<sup>1</sup> Information provided by the 2000 United States Census Bureau.

however, due to the increase in the total number of employees in this group the percentage of minority employees remained the same. Skilled Crafts also remained constant at 1.4%.

There was an increase in minority employees in Executive/Administrative Managerial by 0.6%, Faculty Tenured/Tenure Track by 0.6%, Secretarial/Clerical by 0.1%, and Technical/Paraprofessional by 0.5%.

Iowa State University experienced a net increase of female employees by 0.2% from 2007.

Iowa State University experienced a net decrease of minority employees by 0.1% from 2007.

Iowa State University increased its total workforce by 69 employees.

## **OVERVIEW OF OCCUPATIONAL HISTORY**

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### **Measurement of Goals from 2007-2008 Affirmative Action Progress Report**

Iowa State University will continue to work towards the Key Result Area of Diversity from the Board of Regents Strategic Plan. Iowa State University will continue to establish policies to encourage improvement of the climate of diversity. In addition, Iowa State University will work to meet the following goals, which are part of Iowa State University's goals to enhance students' understanding of global, cultural, ethical, and diversity issues and to expand the diversity of people, ideas, and cultures, and nurture an environment in which diversity can thrive by diversifying its workforce.

- The State of Iowa, the Provost Office, and the Office of Equal Opportunity and Diversity will support the Women in Science, Technology, Engineering, and Mathematics (STEM) project that will bring to campus prominent women leaders in Science and Technology.
  - Status: Completed
- The Office of Equal Opportunity and Diversity will work with departments and offices to provide training to improve the environment of inclusion at Iowa State University.
  - Status: On-going
- The Office of Equal Opportunity and Diversity will collaborate with the Provost office to provide policy training to new faculty.
  - Status: On-going

## **PROGRAMMATIC GOALS: 2008-2009**

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- The Office of Equal Opportunity and Diversity will work with departments and offices to provide training to improve the environment of inclusion at Iowa State University.
- The Office of Equal Opportunity and Diversity will collaborate with the Provost office to provide policy training to new faculty.
- Assist the Advisory Committee on Diversity to advance the ISU diversity strategic plan.
- Contribute and participate in special projects to recruit minorities and women to STEM fields.
- Support and participate in special sensitivity training for academic advisors to enhance the quality of cultural inclusion in the classroom.
- Assist Deans, Directors and other hiring managers to recruit and hire diverse faculty and staff.
- Assist the division of Student Affairs by guiding the dialogue on multicultural student inclusion, program planning, and organizational development – which includes the hiring of diverse leadership.
- Assist the division of Student Affairs in developing and streamlining the process and policy for student-to-student discrimination, harassment and sexual assault.

## EFFORTS IN DIVERSITY

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Information regarding student programs and activities is forthcoming.

A few programs that ISU is currently implementing or developing include the following:

### **The American Association of Affirmative Action**

Iowa State University continues an active membership in the American Association of Affirmative Action. The Director of Equal Opportunity and Diversity also currently serves as the Region 7 President. This organization has been useful in providing opportunities to network and brainstorm with other Affirmative Action officers and work on joint projects of outreaching to diverse applicant pools.

The AAAA is the association of professionals managing affirmative action, equal opportunity, diversity and other human resource programs. Founded in 1974, the American Association for Affirmative Action (AAAA) is dedicated to the advancement of affirmative action and equal opportunity, and the elimination of discrimination on the basis of race, gender, ethnic background or any other criterion that deprives people of opportunities to live and work. The organization's dedication is realized in many activities designed to help Equal Employment Opportunity/Affirmative Action (EEO/AA) professionals be more successful and productive in careers.

### **ISU ADVANCE Program**

The ADVANCE Program is nearing the end of its second year, and has led the way in Provost's Office efforts to gather support for diversity efforts. The research component of the program, focused on making effective change to department climate, is having a powerful effect on behavior: search processes are changing and chairs and faculty are newly equipped with language to discuss diversity issues that arise in searches. Planning for the October 2008 conference, "The New Norm of Faculty Flexibility: Transforming the Culture in Science and Engineering" is proceeding according to plan. Two key surveys of faculty satisfaction and space are underway, and an administrative fellow is developing materials on faculty recruitment.

### **Breaking Down the Barriers**

ISU continues to participate the Breaking Down the Barriers committee in an effort to make Ames a more welcoming environment for women and minorities. The committee and its ISU representatives have discussed ways to overcome harassment issues that have occurred on campuses throughout the country and debated ways to improve the climate for equity on campus and in the community. This committee has brought about Community Conversations on Diversity which holds study circles across Ames to discuss issues of race and inclusion in our communities.

### **Discrimination and Harassment Policy Training**

Iowa State University is continuing its commitment to train students, faculty and staff about these very important policies. Iowa State University wants all ISU employees and students to live and work in a diverse and inclusive environment. ISU does not and will not tolerate unlawful discrimination or harassment.

Training of the Discrimination and Harassment policy, which educates faculty and staff regarding the complaint/reporting process, was very successful. An on-line training course continues to be available for use in training of the policy. Over 3500 employees and students have utilized this resource to be familiar with the policy. New employees are also trained in the orientation/acclimation session every other month. From May 1, 2006 to October 31, 2007, more than 6100 faculty, staff and students have been trained on the Discrimination and Harassment Policy.

### **The ISU Child Care Administration, a unit of Human Resource Services**

The ISU Child Care Administration supports Iowa State University families by linking them with programs and services that can help them with their child care needs. The University child care coordinator is responsible for developing, implementing, and promoting programs and services responsive to the child care needs of ISU students, faculty and staff. The child care coordinator is available to provide assistance to ISU students and employees seeking child care information and services on the campus and in the community.

The Center for Child Care Resources (CCR) is one agency in a statewide system of child care resource and referral agencies dedicated to enhancing child care and family services. This non-profit agency, serving Boone, Hardin, and Story counties helps parents locate professional child care providers through a personalized referral process *free of charge* to the ISU students, faculty and staff. Parents will receive information on how to evaluate child care options. The university supports three child care centers located on campus (Iowa State University Child Care Center at Veterinary Medicine, University Community Childcare, and the Comfort Zone) The Comfort Zone program that provides care for children suffering from routine childhood illnesses. An on-site nurse and child care professional provide care for children six months through twelve years of age. Sliding fee scales are based on family income and available to those affiliated (student, faculty, staff) with Iowa State University as well as residents of Story County.

### **Margaret Sloss Women's Center**

The Margaret Sloss Women's Center continues to work to create social change by creating a community and networks for women; educating through institutional training and curriculum development, in collaboration with academic and administrative departments and units; programming to empower both women and men to participate in a fully equitable society. The Women's Center continues to offer Gender Justice, a course that facilitates student learning on how to recognize how the socialization process impacts personal relationships and societal norms and values.

### **University Committee on Disabilities**

The University Committee on Disabilities is responsible for sharing knowledge concerning disabilities with the University community, for fostering awareness of the needs of persons with disabilities, and for advocating ways to meet these needs. The Committee supported Disability Awareness Week in October which featured a Universal Design learning lab, Step Into My World activities, assistive technology lab, goalball and buzzer basketball adaptive sports experiences and film and movie reviews to discuss negative portrayals/stigma of people with disabilities.

### **University Committee on Women**

The University Committee on Women works to promote a university climate that fosters the full participation of women faculty, staff and students. The committee concerns itself with policies and practices that may cause particular difficulties for women as employees and students. This year, the committees played an active role in assisting the ISU Advance grant gather and disseminate information, in addition also assisted with university searches, workplace climate issues, and women's issues. The college review subcommittee created a report on the Status of Women in the College of Business: Administrator Profile, Faculty, Graduate and Undergraduate Students, Professional and Scientific, and Merit Staff.

### **The Lectures Program**

#### **Summary of ISU Diversity Topics/Guest Speakers**

**Global Citizenship Symposium** - A panel of speakers spoke on culture, sustainability and other related topics as part of the Third Annual Global Citizenship Symposium. These topics include mobile technology in businesses in Morocco, purpose-driven design and how it relates to sustainability, sustainable agriculture, and the efforts some are taking to beautify the state and how individuals can make a difference.

**The Place of Gays and Lesbians in the Church** – The presentation began with a documentary film about Sister Jeannine Gramick, a Roman Catholic nun, cofounded along with Fr. Robert Nugent the New Ways Ministry, a national, Catholic social justice center working for the reconciliation of lesbian/gay people and the church.

**Agricultural Research and Food Security in Africa** - Monty Jones will speak about his career and the work he did in Africa creating a new rice variety specifically bred for the ecological and agricultural conditions in Africa.

**In Good Conscience** - The film *In Good Conscience* chronicles the true story of Sister Jeannine Gramick, who is defying a Vatican edict that she shut down her compassionate ministry to gay and lesbian Catholics and silence herself permanently on the subject of homosexuality.

**Making Peace Between Heaven and Earth: A Faith-Based Approach to Social and Environmental Transformation** - Susan Drake spoke from her experience working for her own non profit company, as well as her award winning PBS documentary, and her time working as a negotiator at environmental summits and conventions.

**African Ambassadors and Leaders Speak about Poverty, Food Security, Health, Education and Governance in Africa** - A panel of top diplomats and distinguished leaders from across Africa discussed poverty, food security, HIV/AIDs, information and computer technologies and nurturing democratic reforms.

**Learning from the Civil Rights Movement** - Current concerns of African Americans in Iowa - Charles McDew, one of the principal architects in the founding of the Student Non-Violent Coordinating Committee (SNCC) of 1960, discussed his experiences during the Civil Rights movement as well as current issues concerning African Americans in Iowa.

**Women and Public Leadership** - New York Senator and presidential candidate Hillary Rodham Clinton is the first First Lady of the United States elected to public office and the first woman elected independently statewide in New York State.

**The Jewish Experience: A Template for Muslim Diaspora?** - Sander L. Gilman is a distinguished professor of the Liberal Arts and Sciences at Emory University, where he is the director of the Program in Psychoanalysis and the university's Health Sciences Humanities Initiative.

**Immigration Reform** - Presidential candidate Congressman Tom Tancredo (R-CO) is a lifelong conservative with nearly a decade of experience in the U.S. Congress. There he advanced his reputation as a prolife, progun, small government Republican and emerged as the leader for immigration reform.

**The Supreme Court and Reproductive Rights** - Eve Gartner is a senior staff attorney in the Public Policy Litigation & Law Department of Planned Parenthood Federation of America (PPFA), she spoke on the challenges she faces with the attempts to restrict access to reproductive healthcare.

**Growing Up Global: Can Education Reduce Gender Inequality and Poverty?** - Cynthia B. Lloyd spoke about her fields of expertise including transitions to adulthood, children's schooling, gender and population issues, and household and family demography in developing countries.

**How Religion Poisons Everything** - Christopher Hitchens is among the best-known controversial writers and critics in the media. He was a columnist for *Vanity Fair*, *The Nation*, and *Slate*.

**Immigration: Human Rights in Our Neighborhood - Panel Discussion** - This panel focused on the human dimension of immigration, specifically the impact of immigration policy on human rights and the effect of immigration on our local communities.

**Genocide in Darfur: "Never Again" Must Mean "Never"** - Ellen Kennedy spoke about the causes and consequences of the crisis in Darfur and steps that ordinary citizens can take to prevent and stop genocide.

**Technology, Globalization, and Culture** - Oded Shenkar is the Ford Motor Company Chair and Professor of Management and Human Resources at the Fisher College of Business at Ohio State University.

**Letters from Nuremberg: My Father's Narrative of a Quest for Justice** - At the Nuremberg trials of Nazi leaders after World War II, young attorney Thomas Dodd's inquisition of the brilliant Hermann Göring provided the centerpiece of the trials. Senator Dodd discussed his father's excerpted letters.

**How Stereotypes Affect Intellectual Performance** - Claude Steele, a professor of social psychology and director of Stanford's Center for Advanced Study in the Behavioral Sciences, spoke about his research on how group stereotypes, such as racial or gender stereotypes, can influence academic performance.

**Let Freedom Ring - Dr. Martin Luther King, Jr., Holiday Celebration Carillon Concert** - A carillon concert in honor of Dr. King with Dr. Tin-Shi Tam, carillonneur.

**Dr. Martin Luther King, Jr., Holiday Celebration** - Musical performances and speakers celebrate the life and legacy of Dr. King.

**Legacies of Repression: Archives and Human Rights** - Trudy Huskamp Peterson, retired director of the National Archives, is a leader among international efforts to preserve records of governmental truth commissions and international criminal tribunals. She shared her experiences working with diverse populations in many different nations in times of struggle.

**Visions of Freedom: A Forum** - Photographs depicting both personal and historic moments of freedom were on display, and members of the university community discussed the impact of those moments and share personal stories of freedom.

**Immigration and Survival: An Alternative Perspective from Central America** - John Donaghy was Director of Campus Ministry and Coordinator of Charity, Justice, and Peace Ministry at St. Thomas Aquinas Church and Catholic Student Center at Iowa State University from 1983 to spring 2007. In June 2007 he began ministry in southwestern Honduras with the diocese of Santa Rosa de Copán.

**Black History Month Gospel Choir Extravaganza** - The 2008 Black History Month Gospel Choir Extravaganza will feature the Restoration & Prayze Gospel Choir from Des Moines, the Gospel Soul Innovators, and the New Birth Baptist Church Children's Choir.

**Classroom Climate for Students and Faculty of Color at Iowa State - A Panel Discussion** - Modupe Labode, Iowa State alum and former faculty member, joins Iowa State Engineering Professor Derrick Rollins and students Jaymes Barnett and Jowelle Benson for a discussion about the experience of students and faculty of color on campus.

**The Lost History of the Civil Rights Movement** - Modupe Labode is the Public Scholar of African American History and Museums at the Indiana University-Purdue University Indianapolis campus.

**Finding Solutions to End the Brain Drain - A Generation Iowa Forum** - The Generation Iowa Commission hosted an open forum for feedback on its recently published report identifying key challenges and potential solutions for keeping young people in the state after graduation.

**Beyond the Autism Diagnosis: How Professionals Can Help Parents** - Marion O'Brien shared her research on children and families and her experiences as one of the investigators

of the NICHD Study of Early Child Care & Youth Development. O'Brien studies parenting practices and parental attitudes and their influence on parent-child relationships and child development.

**Ethics and the Emotional Lives of Animals** - Marc Bekoff is Professor Emeritus of Ecology and Evolutionary Biology at the University of Colorado, Boulder, a Fellow of the Animal Behavior Society, and a former Guggenheim Fellow.

**The International Evangelical Environmental Movement** - Calvin DeWitt is the cofounder of the International Evangelical Environmental Network, a founding member and chair of the American Society of the Green Cross, chair of the advisory council for the Evangelical Campaign to Combat Global Warming and Climate Change, an advisor to the National Religious Partnership for the Environment, and president of the Academy of Evangelical Scientists and Ethicists.

**From Grief and Joy We Sing: The Musical Rituals of Q'eros, Peru - A Documentary and Discussion with Holly Wissler** - Holly Wissler, a native of Iowa, has lived and worked in southern Peru for more than twenty years as a mountain trek leader. Her current research is with the Q'eros native people, who have made their home at 14,000 feet in the Andes Mountains. She showed and discussed her video documentary, "From Grief and Joy We Sing."

**The Color of Our Future** - Farai Chideya is a multimedia journalist who has worked in print, television, online, and radio and is currently host of National Public Radio's *News & Notes*. Chideya has been a correspondent for ABC News, anchored the prime time program *Pure Oxygen* on the Oxygen women's channel, and contributed commentaries to CNN, Fox, MSNBC, and BET.

**Life without Ed: How One Woman Declared Independence from Her Eating Disorder** - Jenni Schaefer speaks about her battle with Bulimia. She often says that she has never been married, but she is happily divorced. She coauthored *Life Without Ed* with her psychotherapist, Thom Rutledge, who taught her to treat her eating disorder as a relationship rather than an illness or condition. Schaefer actually named her anorexia/bulimia "Ed," an acronym for "eating disorder."

**Say Something: Poetry Slam with E. G. Bailey** - This event, featuring poet E. G. Bailey, included an open microphone session where attendees are encouraged to speak poetry.

**Spirituality on Campus** - This talk dealt with issues of faith, spirituality, meaning, and purpose. Arthur Chickering and Jon Dalton will serve as the featured presenters of this conference, which will address spirituality as it applies to research, theory, curriculum, and student affairs at the university.

**A Celebration of Women in the History of Iowa State University** - Amy Bix spoke on her current project, the history of engineering education for American women, examining how, when and why universities of science and technology, such as Iowa State, began admitting women to engineering programs.

**The Anatomy of Prejudice** - Jane Elliott, the adaptor of the Blue Eyes/Brown Eyes exercise, lead a three-hour presentation teaching about the anatomy of prejudice. She

showed clips and discussed the film and explored with the audience the problems of racism, sexism, ageism, homophobia, and ethnocentrism, and ways to eliminate them from ourselves and our environment.

**Brazilian Night with Chicago Samba** - Celebrate the Brazilian culture with Chicago Samba, a musical ensemble that offers the authentic sounds of Brazil mixed with the flavor of carnival.

**Gender, Leadership and the Natural Order** - Rosalind Chait Barnett discussed the media's use of gender stereotypes in the debate about women in leadership positions.

**Racism and White Denial in the Age of Obama** - Tim Wise has trained teachers as well as corporate, government, media and law enforcement officials on methods for dismantling racism in their institutions. He spoke on the topic of race and white privilege.

**What Would Jesus Buy? The Film** - *What Would Jesus Buy?* is a satirical and cynical take on consumer culture, pegged to America's most sacred spending season - Christmas. The documentary was produced by Academy Award-nominated filmmaker Morgan Spurlock and directed by Sundance award-winner Rob VanAlkemade.

**What Would Jesus Buy? A Musical Performance with Rev. Billy and the Church of Stop Shopping Gospel Choir** - Reverend Billy and his gospel choir inform and entertain with a blend of street theater, political grandstanding, and performance art.

**An Evening with Adrienne Rich** - Adrienne Rich is a poet, nonfiction writer and feminist icon. Her poetry and prose are taught in literature, creative writing, and gender and gay studies courses across the country and abroad.

**Enrique's Journey and America's Immigration Dilemma** - Sonia Nazario spoke about her Pulitzer Prize winning series on the experiences of Latin American children who immigrate to join their parents in the United States. The series was the basis for her book *Enrique's Journey*, which tells the story of a Honduran boy's struggle to reach his mother in the United States.

**Should Gay Rights Prevail Over Traditional Biblical Sexual Ethics? A Debate: Jan Mickelson and Hector Avalos** - Jan Mickelson of WHO's "Mickelson in the Morning" is a talk show host who covers a range of controversial topics from city and state government to entertainment and educational issues. Hector Avalos is a professor of religious studies at Iowa State University whose books include *The End of Biblical Studies* and *Fighting Words: The Origins of Religious Violence*. The debate will focus on gay rights vs. traditional biblical sexual ethics.

## COLLEGES

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This year, the Advisory Committee on Diversity provided the Colleges and departments with a new template for diversity reports. The requested outline for each report was as follows:

### **I. Diversity Mission/Vision Statement**

This section should include diversity goals in the college/unit strategic plan and/or a statement from the dean or unit leader summarizing current diversity goals.

### **II. Response to Diversity Statistics**

This section of the report should include a reflection on these diversity statistics. Any student, faculty, and staff trends should be noted. The report should offer narrative as to possible reasons that numbers of faculty, staff, and students are increasing, decreasing, or remained stable. This section (or section III) should detail efforts to recruit and retain diverse faculty, staff, and students.

### **III. Diversity Efforts**

This section should be structured so that the college/unit can report on activities, programs, or initiatives sponsored or co-sponsored by the college/unit that address the five goals set forth in the "Implementation Plan for Diversity, Equity, and Community, 2006-2011."

IMPLEMENTATION GOAL 1 - Institutional Commitment: Achieve a just environment on campus where everyone feels welcomed, respected, and safe.

IMPLEMENTATION GOAL 2. Curriculum and Pedagogy. Develop a curriculum that guides students to think critically about social justice issues and provides faculty with the tools to teach inclusively.

IMPLEMENTATION GOAL 3. Research and Scholarship. Creating an academic environment that appreciates and values cultural/social differences through supporting and valuing research/scholarship that focuses on social justice/multicultural issues.

IMPLEMENTATION GOAL 4. Increase the representation of historically underrepresented populations among faculty, staff, and students.

IMPLEMENTATION GOAL 5. Inter-group and Intra-group Relations. Create a just environment that recognizes and celebrates cultural differences and socially constructed differences (i.e. gender, race, disabilities, sexual identity, etc.) by enhancing relations within and among groups.

In addressing these goals, indicate whether the programs/events are new or ongoing and include any measurable objectives in place. Please identify efforts that are a function of the role of the college/unit diversity committees, multicultural liaison officers, or other

individuals with specific responsibilities in the area of diversity. A statement about monetary contributions to diversity efforts should be included.

**IV. Best Practices/Final Comments**

In this section, included should be a reflection on those efforts that have worked particularly well this year.

## **The College of Agriculture and Life Sciences**

### **I. Diversity Mission/Vision Statement**

The College of Agriculture and Life Sciences has three mission areas: teaching/learning, research and extension/outreach. The College's 2005-2010 Strategic Plan articulates the importance of diversity of ideas, peoples and culture as one of our core values. Diversity is a core value, one that we strive to make continual advancements in through leadership, committee activities, and engagement of our students, staff and faculty.

The Diversity goals expressed in the College's 2005-2010 Strategic Plan are:

1. To prepare students for working and living in a diverse, globally interdependent world.
2. To enhance the visibility of outstanding faculty and staff, research accomplishments and graduate and research programs.
3. To expand the diversity of people, ideas and cultures, and nurture an environment in which diversity can thrive.

### Vision

The College of Agriculture and Life Sciences (CALs) will enrich the lives of people in Iowa, the nation and the world through excellence in education, scholarship, service and leadership in food, agricultural, environmental and social sciences. We embrace and strive for a living-learning and work environment that is enriched by diversity of its students, staff and faculty with respect to race, gender, ethnicity and nationality.

This past year CALs has engaged in many diversity activities to:

- enrich the educational experience of all students, staff and faculty,
- prepare students for a diverse work environment and challenges associated with diverse clientele as students seek employment all over the U.S. and abroad,
- provide leadership to the people of Iowa, including minorities and immigrants, the fastest growing segments of the state's population as a part of the land-grant mission,
- strive for student enrollment higher than the current percentage of ethnic and racial minorities in the state of Iowa to more nearly reflect society at the national level, and
- promote opportunities for all students

During the fall semester, 2007, the Dean empowered a diverse, seven-person Ad Hoc Diversity Strategic Planning Committee to address the question *How do we optimize the structure and function of our diversity programs to achieve our strategic goals at the university and college levels?* The Committee conducted an assessment of current activities with respect to diversity (undergraduate and graduate students and faculty engagement) and the impact on achieving the three goals related to education, programming and university life, and proposed and evaluated programs and activities that would enhance diversity among the students and faculty/staff and to increase undergraduate recruitment of underrepresented students while ensuring quality achievement of other place-based (on-campus ISU) diversity activities.

The Committee also developed a holistic futuristic proposal to expand the array of activities and resources devoted to diversity so to be transformative. Late in the fall semester the Committee report was submitted to the Dean and a briefing was made on the essence of the plan. Early in January, 2008, the Dean met with the Associate Deans to discuss a possible phased implementation of the plan. Two key aspects of the plan that would be phased in are 1) more scholarships for underrepresented undergraduate and graduates students, and 2) more research opportunities for faculty to be matched with underrepresented undergraduate and graduates students. The plan is fully implemented would be a 240% increase in our investment to diversity.

## **II. Response to Diversity Statistics**

### Students: trends

The percentage of minority students enrolled in the College is less than for the overall university goals. The freshman 1-year retention and 4-year graduation rates are above the university averages over the 1994 to 2007 time period. The percentage of total minority students in CALS is increasing, but is only about 60% of that of the entire university.

### Students: Activities

The college is striving to increase the number of underrepresented students through the

- George Washington Carver Internship Program ,
- direct recruiting at schools with a high number of minorities such as at Chicago Agriculture High School, Puerto Rico high schools, and a Cargill funded Iowa high school tour,
- exhibiting at national and regional career fairs,
- distributing undergraduate and graduate recruiting brochures and direct mailings, and
- assisting ISU Admissions with orientation days

Retention of traditionally underrepresented students is lower than for the general student population. Retention efforts by the college include encouraging the establishment of more scholarships for minorities, providing graduate assistantships to students of color, supporting Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS), offering the Step Forward Learning Community. Retention efforts also included

- directing the Pioneer Latin Network scholarships for three undergraduates
- advising undergraduates on probation and those in need of counseling, tutoring, and/or emergency finances, and
- conducting a graduate study abroad and attendance at the Association of International Agricultural Education and Extension in Costa Rica with appeal for students of color

### Faculty

The proportion of tenured minority faculty is increasing but lags behind that of the university. The proportion of tenure eligible minority faculty has been declining slightly most likely because of the tough budget years from 2000 to 2007 when the college limited the number of new hires. Another factor is likely to be the success in tenure and promotion of those minority faculty members hired prior to 2000. The proportion of women tenured, tenure eligible and non-tenure eligible faculty continues to increase for the college but the proportions lag behind those of the entire university. Agriculture and the academy are not careers of first choice among African American, American Indian/Alaskan Native,

Asian/Pacific Islander and Hispanic subgroups, but we strive to make CALS more attractive to and supportive of women and minorities through our Diversity Committee, ADVANCE and mentoring activities.

As part of the ISU ADVANCE program CALS lead a workshop focused on subtle bias during the fall semester. CALS Equity Advisor lead a team of faculty in a “readers theater” performance of a scripted faculty meeting that engaged over 80 ISU faculty and administrators in a reflection and dialog about the subtle bias depicted in the performance. The Advisor also developed and presented a “best hiring practices” session targeted to DEOs and Committee Chairs of faculty search committees designed to enhance the recruitment of more diverse applicant pools, transform to better search committee practices and created stronger mentoring of new faculty to college. The Advisor also engaged with the two other Equity Advisors and ADVANCE Professors in EEOB and GSCD to promote achievement of the ADVANCE goals.

#### Staff

In terms of P&S total minorities, CALS and the Experiment Station across most P-levels exceeds the university’s mean proportions. This is particularly true for the higher levels > P15. This may be due to longer employment with the college. The college lags behind the university in terms of the proportion of women in P17 and above rank. We typically don’t have many P18 and above positions in total so this is not surprising.

We did not have specific activities in CALS designed to enhance the proportions of women and minorities in the P&S classifications. This is something that we recognize we need to focus on so as to ensure attainment of our diversity goals.

### **III. Diversity Efforts**

The Diversity Committee of the College conducted a survey of faculty last spring to determine the level of involvement in diversity activities and to raise awareness of the need to create an encouraging environment to students typically underrepresented. Based on survey results, the committee followed up with a) suggesting departments use their websites to attract and retain students from underrepresented groups, b) encouraging departments to review their governance documents for “inclusive language,” and c) recommending an increase in financial support to two of the successful college programs, the George Washington Carver Internship Program and the Graduate Research Assistantship Match Program.

The Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) organization provides an opportunity for underrepresented students to increase organizational and leadership skills, prepare for the world of work, promotes academic excellence, and fosters a welcoming and respectful environment among its members and on campus. MANRRS membership is open to students and professionals of all racial and ethnic backgrounds. The ISU chapter, composed of about one-half undergraduate and one-half graduate students, provides a great opportunity for undergraduates to learn about graduate school and other advanced degree programs. The CALS MANRRS chapter was recognized in March, 2008 as the Region 5 winner of the Chapter of the Year and then it

was selected in a national competition by the National Society as the 2008 National Chapter of the Year. This is the third time out of the last four years that it has won the National MANRRS Chapter of the Year honor. CALS is very proud and honored to have such a high achieving student organization focused on diversity, leadership and excellence.

With regard to diversity training and awareness, diversity is one of the components of the new faculty orientation workshops conducted by CALS each year during the spring semester. The College Diversity Committee members report regularly at their department meetings and encourage faculty to participate in ISCORE and other university diversity efforts. The Diversity Director reports activities at the college cabinet meetings and receives positive support from department chairs and administration. Diversity Programs works closely with Communication Services in designing marketing and exhibit materials and for media releases.

There are several activities that were undertaken by the College Curriculum Committee, the Student Outcomes Assessment Committee, as well as individuals in the college to develop a curriculum that guides students to think critically about social justice issues and provides faculty with tools to teach inclusively.

- The College voted in December to adopt a new set of student learning outcomes for all of our students. Faculty voted to include, once again, learning outcomes related to ethics, diversity, and international perspectives. The faculty endorsed, for the first time, the student learning outcomes developed at the university level for diversity and international perspectives.
- Several courses serve as good examples of the incorporation of social justice into our course offerings: World Food Issues, Applied Ethics in Agriculture, Economic Development, These and other similar courses were taught this past year.
- A new major, Global Resource Systems is in the final stages of approval and this major has a very strong social justice component.
- Experiential learning/education: We developed a series of service learning programs in developing countries (Uganda, India, and Peru). Uganda and Peru had been launched in previous years, and the India site was added during the past year. Three new faculty members were introduced to the methodology in the field.
- Co-curricular activities: Student clubs are active in social justice causes such as volunteering at Food at First, CALS learning communities deliver food to shelters in Ames, and our Minorities in Agriculture and Natural Resources and Related Sciences (MANRRS) have been active in recruiting underprivileged students to our college from Chicago as well as Hispanic communities in Iowa.
- Non-Credit offerings:
  - 1) The College's Center for Sustainable Rural Livelihoods is convening a workshop on African development later this month, involving organizations throughout Iowa that are active in development projects in Africa.
  - 2) Two of our Endowed Chairs sponsored a seminar series entitled "Feeding the World: Are We Making Any Progress?"

The College provides funding for underrepresented graduate students through the Graduate Research Assistantships Match (GRAM) program. In 2007, eleven graduate students received 1/2 of their assistantship stipend through the college/experiment station, matched either by the Graduate Minority Assistantship Program or by funds from departments or individual major professors. Whereas these students conducted research and scholarship specific to their area of study and did not directly focus on social justice or multicultural issues as part of their program of study, this financial assistance assures that students of color help to create an academic environment that is more diverse and appreciates and values cultural differences.

CALS and the Experiment Station also supports diversity students through our research oriented centers and encouragement of individual faculty members to recruit at minority serving institutions. The Center for Integrated Animal Genomics (CIAG), lead by a Distinguished Professor is supported by CALS as special research initiative. CIAG provides partial financial support for faculty who agree to take on a minority intern through the CALS diversity program for summer interns. Also, the Distinguished Professor and a few other CALS faculty send graduate school program information to all 1890 and 1994 schools to recruit African American and Native American students to our life sciences oriented graduate programs.

The George Washington Carver (GWC) Internship Program, now in its 16<sup>th</sup> year, is conducted by the Diversity Coordinator and Multicultural Liaison Officer of the College and is one of the successful programs to attract underrepresented high school and college students to ISU. During the last ten years, nearly 20% of the summer research interns have enrolled as undergraduates or graduate students at Iowa State University. Of the 17 interns participating in the 2007 GWC internship research program, one is now completing his first semester as a graduate student in Department of Food Science and Human Nutrition, two have applied to graduate programs, and two have enrolled as undergraduates. Nine were entirely supported through external funding (including 2 by the College of Human Sciences) and participating departments contributed one-half of the stipends for the eight interns funded through the college. Costs per intern are approximately \$6,000 for undergraduates and \$4,500 for high school participants.

Interns are matched with faculty, providing an opportunity for them to mentor traditionally underrepresented students. Mentors and their supporting personnel, including graduate students, lab technicians and other faculty, encourage interns in their education and career choices in addition to benefiting from non-ISU students in advancing their research. The GWC Internship Program also provides program management training and experience for two graduate coordinators and two undergraduate residence advisors, all of whom are students of color.

Diversity Programs website was updated this year to receive GWC internship applications on line, which was more compatible for students and more convenient for mentors. Mentors and their research projects were featured on the website to guide applicants' preferences for research during the summer program. Diversity Programs strategy to achieve recruitment,

retention, and awareness goals is to cultivate and strengthen ties to Minority Serving Institutions.

Faculty members are supported through the College Diversity Programs to either visit colleagues at Minority Serving Institutions or invite colleges to visit ISU. There were no Faculty Research Exchange Visits (FREM) made during 2007 but an application has been received for a faculty and graduate student visit to Alabama A & M University before fall semester. FREM visits of the past years continue to “yield” results with joint research proposals and intern and graduate student recruitment. For example, six of the GWC interns in 2007 were from Minority Serving Institutions (1890 and 1994 schools) and three from a Reservation high school. Among the ten graduate students of color receiving the Experiment Station Graduate Research Assistantships in 2007, six have previous degrees at 1890 institutions.

The CALS Graduate Research Assistantship Match (GRAM) Program provides ½ of the graduate assistantship for newly recruited minority students accepted into programs of study in the college. This is a necessary package in order for students to actually enroll at ISU. Average annual support amounts to approximately \$8,500 for each graduate student. The assistantship acts as a retention tool, assuring graduate students making good progress in their program of financial support until they graduate with a MS or PhD degree.

Staff changes were addressed when the former multicultural liaison officer left last May. An interim CALS Multi-Cultural Liaison Officer (MLO) was named and has provided outstanding support and advice to undergraduates of color, co-coordinated the Step Forward learning community, and expanded funding for recruiting and retention through grants. As a result of this staff change and the need to assess success and set future direction for CALS with respect to diversity, the college formed an Ad Hoc committee to assess its programs and chart the course for diversity in the college for the future.

MANRRS holds the first student chapter membership of the African American Historical Museum and Cultural Center of Iowa (Cedar Rapids, IA), has visited the George Washington Carver exhibit at the Museum in Cedar Rapids, and will conduct oral history interviews regarding African Americans in Iowa. MANRRS members assisted with the opening of Morrill Hall last spring and will visit the Morrill Act exhibit there this spring. The 2007 GWC interns held their opening reception at the museum in Morrill Hall – all these museum experiences are intended to expand students’ interest in the arts as a part of their education.

One of the major focuses of MANRRS is to provide a welcoming environment for all students. Members work together on community service projects such as food collections and clothing drives for the local social services, tutoring grade school and junior high school students, and writing to military service personnel. On campus, MANRRS is a member of the CALS Student Council, they participate in NAACP, NSCORE, ISCORE, and cultural celebrations such as Martin Luther King Day, Black History Month, Latino Heritage Month, and Native American Appreciation.

MANRRS also emphasizes career development. Members host a breakfast for exhibitors at the college career fair in the fall and refreshments for the spring career fair. Throughout the year, speakers from industry, government agencies, and academia meet with MANRRS discussing employment and educational options for the future. All these activities help with retention of underrepresented students.

#### **IV. Best Practices/Final Comments**

The following best practices summarize the approach and accomplishments by CALS over the past 12 months.

- An active college-wide Diversity Committee
- A nationally recognized MANRRS student chapter
- Financial investment by CALS in undergraduate GWC internships and graduate GRAM minority assistantships as well as 1.5 Diversity Staff FTEs and two graduate assistants for the GWC intern program
- Assistance and coordination with GMAP, AGEP and Alliance programs to ensure student support
- Targeted recruitment of minorities, especially at 1890 and 1994 institutions
- Linking undergraduate CALS recruitment with diversity recruitment through the efforts of our new director of undergraduate recruiting and the CALS MLO.
- Cultivating strong ties with minority serving institutions to facilitate recruitment of graduate students from historically underrepresented populations
- Linking ADVANCE activities with diversity programs
- Annual CALS honoring of an individual or teams of faculty with a Diversity Recognition Award for their efforts to achieve our diversity goals.

One final comment - the cut/cap in university GMAP funding has created a hardship for departments to piece together a financial stipend package to encourage minority graduate students to come to ISU. CALS has stepped up to help and will, through the phase-in of recommendations from the Ad Hoc Diversity Strategic Planning Committee, increase our financial support for minorities. Inasmuch as diversity is central to ISU as articulated in the Campus Climate Implementation Committee's report, it seems counter productive to restrict funding for graduate minority assistance. CALS encourages the Provost to partner with the colleges to grow the university and college-level financial resources that are essential to grow enrollments of underrepresented students.

## **The College of Business**

### **I. Diversity Mission and Vision Statement**

The mission of the College of Business (COB), as stated in the college's 2005-2010 strategic plan, is "conduct and share research and educate tomorrow's business leaders so they are prepared to deal with multi-disciplinary, global, technological, ethical, and diversity challenges" (bold added). Further, one of the college's core values and objectives is to "enhance and embrace diversity among our students, staff, and faculty." To accomplish the mission and this objective, one of the key priorities in the 2005-2010 strategic plan is to "support a collaborative culture" with the accompanying goal, "increase the diversity among faculty, staff, and students." This goal echoes one of the University goals under the priority of "university life": "expand the diversity of people, ideas, and cultures, and nurture an environment in which diversity can thrive."

Progress on achieving the goal, "increase the diversity among faculty, staff, and students," is specifically measured and tracked annually by the following three measures:

- Increase scholarships to attract more minority students.
- Increase the number of Carver Scholars, National Achievement Scholars, etc.
- Increase minority and female faculty and staff.

Each year we review progress in accomplishing these goals at the administrative levels within the college and discuss ways in which we can improve, not only with respect to these three measures, but in other areas related to diversity, such as exposure of current students to diversity issues, providing an environment which fosters respect for diversity, and raising awareness of diversity issues among the staff and faculty. The COB Diversity Committee also reviews progress each year and develops programs to address the gaps.

### **II. Response to Diversity Statistics**

#### Percentages/Trends in Diverse Faculty, Staff, and Students

With few exceptions, the percentages of diverse students, faculty, and staff in the COB are equal to or greater than the percentages at the University level.

**Faculty** The total percentage of minority faculty in the COB has almost doubled over the last ten years, to 30.5 percent; this exceeds the university total of 18.4 percent. A closer look at COB data shows particularly strong growth in the percentage of tenure eligible diversity faculty, from 7.7 percent in 1997 to 33.3 percent in 2007. This reflects a strong push by the college to increase diversity among the faculty. However, the percentage of female faculty in the college is slightly below the university total, 32.9 percent and 34.2 percent, respectively. The number of tenured women in the college has increased almost threefold in the past ten years, but the number of tenure eligible women, after a three-year slippage, has now returned to 1997 levels. The number of non-tenure eligible female faculty has almost doubled over the ten-year period.

Staff Given the relatively limited numbers of P&S and merit staff, we examined the total percentages of minority and females in these employment categories. The COB has 6.3 percent minority P&S employees, compared to 9.4 percent at the university. With respect to females, the COB has 62.5 percent P&S staff, about 10 percent higher than at the university. However, it should be noted that almost all of the female P&S employees are at the P12-P16 levels. One hundred percent of the college's merit employees are female, reflecting the fact that all of the merit positions in the college are secretarial. None of the merit staff are minority. Finally, 33.3 percent of the department chairs in the COB represent minority (relative to 12 percent at the university), but none of the department chairs are female (it should be noted that there are only three department chairs in the college and only two female faculty who have attained full professor status, considered to be ideal before assuming a department chair role).

### Students

The percentage of minority students in the COB has steadily increased in the last ten years and in 2007 was 9.8 percent overall, 1.3 percent greater than the university. Relative to the university, the 1-year retention rates, 4-year and 6-year graduation rates for COB minority students are generally higher. Concerning, however, is that while the percentage of female undergraduate students at the university level has remained relatively steady at about 43 percent, the percentage of female undergraduate students in the COB has fallen to 34.7 percent. Moreover, at the national level, the percentage of female undergraduates in business colleges averages around 43-44 percent (The AACSB Guide to Business Education 2007). Retention and graduation rates for females, though, are higher than university rates. The percentage of female graduate students in the COB has steadily increased to almost 44 percent in 2007, exceeding that of the university which has remained at about 40 percent over the last ten years.

### Efforts to Recruit and Retain Diverse Faculty, Staff, and Students

The College of Business is committed to increasing the diversity of its faculty, staff, and students, however, the efforts to recruit and retain vary slightly by category.

### Faculty

It is always a goal of the college to recruit diverse faculty, and every effort is given to recruit a pool of candidates that includes minorities and females. This can be difficult, especially with respect to females, given that some of the discipline specialties for which we recruit may have none to almost no women in that area of specialization. Consequently, some years we are quite successful recruiting diverse faculty, other years not, depending on the areas in which we are hiring. As the table below shows, based on pooled data for the past ten years, hiring female faculty in the finance and LOMIS departments is especially difficult.

Since 2004, the college has lost thirteen faculty, all of which were white males except for one minority (lost through death) and one female. Thus, diverse faculty members tend to remain at the college.

## Staff

Increasing diversity among the staff in the COB is focused primarily at the lower to mid-P&S levels; there tends to be very little turnover among the merit staff (all white women) and the higher P&S levels (mostly white male). At the lower P&S levels, most of the staff is white female, so our efforts to increase diversity in those ranks tend to focus on hiring men and minorities. We do not utilize any specific recruitment tactics to attract diverse candidates to these positions, however.

## Students

The college does not engage in any particular recruitment or retention efforts with respect to females, but does engage in several activities with respect to minority students. The minority liaison officer (MLO) in the college participates in several recruiting activities aimed at attracting minority students. She represents the college and university on recruiting visits as part of the university's Multicultural Vision Program, and she also represents the college at information sessions with prospective students throughout the year, either at multicultural days on campus, or with individual minority perspective students. The college provided financial support to the D.R.E.A.M.S. (Developing Responsible, Educated, and Aware Multicultural Scholars) project inaugurated this year by Sigma Lambda Gamma National Sorority. This program made special outreach efforts to minority high school students in Perry, Iowa, for the purpose of motivating them to pursue higher education.

The MLO in the college is also an academic advisor. She works closely with our minority students with respect to academic advising and to facilitating their access to university resources, e.g., tutoring services. She works with Carver Scholars (currently 40 scholars, which is up from 35 last year). She also maintains regular email communications with the minority students regarding issues such as academic-related deadlines, workshop/conference opportunities, job postings, and internships. She also serves as the advisor for the college's Multicultural Business Network, a student organization. This group, open to all COB students, particularly focuses on multicultural issues for business students and connects them with businesses.

The college also provides support for students to attend minority-related events. In November 2007, the college provided financial support for 12 students to attend the National Hispanic Business Association Leadership Conference, held at the University of Illinois at Urbana. Similarly, financial support has been given to graduate students in the past to attend minority-related MBA association meetings. Scholarships are also designated by donors to support minority and female students; in 2007-08 academic year, 20 percent of all scholarship money awarded in the college was designated for either female or minority students. This percentage of scholarship dollars has been at the 20 percent level for the past three academic years. All of these efforts promote retention of diverse students.

### **III. Diversity Efforts**

As is clear in the previous sections of this report, the College of Business has been generally successful in increasing diversity among the faculty, staff, and students. The college also is involved in several activities that address the other implementation goals of ISU's Plan for Diversity, Equity, and Community.

## Commitment & Engagement

Although not specified as a measurable outcome for the college's diversity efforts, the college is actively working at increasing faculty, staff, and students' awareness of and engagement with diversity issues. Notable among these efforts are three initiatives launched this past year.

In 2006, student leaders in the college worked with the associate dean for undergraduate programs to develop professional expectations and standards for all COB students. Fully implemented in Spring 2007, students discuss the expectations and standards and then sign a commitment to uphold them when they enter the college as pre-business students, and again when they apply for admission to the professional program. The first expectation is the following:

- I treat all individuals with respect and dignity.
  - Social expectations include but are not limited to:
    - Addressing others with courtesy, sensitivity, and respect.
    - Respecting others' property.
    - Contributing to a community in which everyone works together in an atmosphere free from discrimination.
    - Responding appropriately and in a timely manner to all acts of discrimination.

In Fall 2007, the COB launched a new program aimed at increasing the involvement of freshmen and sophomore students in the college, the Gerdin Citizenship Program. About 125 students voluntarily opted into this program. One of the requirements of the program is for students to participate in at least three different activities in which they will have to interact with people who are different than themselves. After these interactions, students are asked to reflect on the differences and similarities between themselves and others. This approach to diversity was taken because we felt that understanding and respecting diversity is best learned through interaction. Students have reported that their experiences have been very meaningful and have helped them look at people and the world in a different way than when they arrived at Iowa State. This program will be continuing and expanding.

In Spring 2008, the COB Diversity Committee received a \$7500 grant from Cargill to construct a contest for COB students related to promoting awareness of diversity issues within the college, university, or community. The contest, which will take place during Fall 2008, will require teams of three (3) College of Business students to submit a proposal for a project or initiative that will foster diversity at Iowa State and/or in the Ames community. Written proposals and presentations will be judged by a panel of Cargill managers and College of Business faculty. The winning team will win scholarships, but, more importantly, the grant will provide money to implement the initiative. An important criterion in the judging will be the sustainability of the project beyond the grant.

## Curriculum & Pedagogy

The COB has established general learning outcomes for all undergraduate students in the college, one of which directly relates to diversity:

- Recognize the benefits and challenges of diversity

In Fall 2007, we mapped the content of the core courses that COB students take and found that diversity issues are introduced in all but one of the courses. In addition, all of the college majors further incorporate diversity issues throughout at least some of their 300 and 400 level courses. Direct measures of this learning outcome are being obtained in mid- to late April 2008.

In addition to diversity being embedded across the curriculum, the college offers one course, MGMT 472, Management of Diversity, which students can take to meet the university's diversity requirement. This course is offered each semester.

## Research & Scholarship

Multiple faculty members within the college are engaged in research that examines cultural and/or social differences with respect to international business. Much of this research examines cross-country comparisons. For example, a professor recently co-authored a paper that examines Scandinavian and American perspectives in supply chain management. One of our professors is in the process of examining cross-country differences in advertising to young children (Turkey, Mexico, and U.S. data). Perhaps more salient, though, to the examination of social justice and multicultural issues within the U.S., is one of our professor's research. He has several publications related to such issues as gender and race on boards of directors and the issues related to husband/wife teams in family-run businesses; he continues to be active in researching these issues.

## Mentoring & Support

In addition to the student support previously discussed in Part II, minority students; in particular, receive support with respect to career development and placement services. Each semester, in conjunction with the Business Career Fair, the Multicultural Business Network co-hosts a networking breakfast with the Career Services Office. A resume book for minority students is put together and made available to all recruiters attending this event. In addition, the networking breakfast features a guest speaker, a college alumnus who is female, minority, or both.

All new faculty in the college are officially assigned mentors who work with their mentees on developmental issues related to research, teaching, and service. College administrators recently approved a faculty development plan that will be implemented to help new faculty be successful in the college. Department chairs and the assigned faculty mentor are responsible for implementing the plan.

## Monetary Contributions to Diversity Efforts

Since April 2007, the College of Business has contributed \$60,140 to support diversity efforts. These monies supported the D.R.E.A.M.S. project (\$270), Women's Leadership Summit (\$200), Multicultural Business Network (\$1,000), international student reception (\$770), networking breakfast (\$2,500) study abroad scholarships for female and minority students (\$14,500), academic scholarships for female and minority students (\$36,750), and multicultural recruitment efforts (\$4,150).

### **IV. Best Practices/Final Comments**

Relative to the measurable outcomes the college has identified with respect to diversity, ...the statistical data shows that the COB does relatively well at attracting and retaining diverse faculty and students.

Despite the numbers, where the college struggles with respect to diversity issues is having a culture in which recognizing and celebrating diversity are uppermost in everyone's minds. Given this concern, the activity that has been most successful this past year with respect to engaging students with diversity issues is the Gerdin Citizenship Program. While students certainly are exposed to diversity issues in their COB academic coursework, the citizenship program puts diversity into an experiential context, which we believe is more likely to have life-changing impact than sitting in a classroom and "listening" about diversity issues.

College efforts next year will work at expanding efforts such as the citizenship program and the diversity initiative contest for students. The Diversity Committee has planned to initiate deliberate efforts to increase faculty, staff, and students' consciousness about diversity by hosting presentations from local/regional business people representing diversity several times throughout the year. Further, the committee plans to highlight a different business person representing diversity each month throughout the plasma screens in the Gerdin Business Building.

Finally, college administrators will try to examine more thoroughly the decrease in female students, trying to identify reasons and potential solutions.

## **The College of Design**

### **I. Diversity Mission/Vision Statement**

The 2005-2010 Strategic Plan for the College of Design identifies and focuses on four significant emerging themes, one of which is "A commitment to diversity as a defining characteristic of the collegiate community." To achieve this objective the college has been operating on multiple fronts, most of which are reported on in the report that follows. Specific tactics with which we are having success include: Reinforce the Rome program while initiating other international study venues; Work with programs in major urban areas to connect with minority youth; Improve student recruitment and retention, particularly for under-represented populations. A tactic with which we are not yet satisfied with our progress is the imbedding of diversity issues across the collegiate curriculum.

### **II. Response to Diversity Statistics**

In 2007 Design had 9.9% minority undergraduates. This is an increase of 40 students over the previous two years, while the total of all design undergraduates grew by 100 students. It is also a slight increase from 8.2% minority in 2006. The number of minority students within Design has remained consistent with the University's total population. Of 61 tenured faculty, 3 are African American and 3 Asian/Pacific Island as of Oct. 2007. The numbers of minority non-tenured have not changed significantly. P&S staff in the college is 10% minority. Merit employees have remained 100% female and 100% white, and the department chairs have remained 100% male and 100% white.

### **III. Diversity Efforts**

The MLO attended the Safe Zone training. The Department Chair, and most of the faculty and staff of the Department of Architecture attended workshops led by Metrix Global, a consultant whose services were retained throughout the academic year "to promote an enhanced awareness of our way of interacting in the ongoing and shared effort to create an excellent and congenial academic community." The new addition to the college will be fully accessible, and the current ramp improved.

The Diversity Committee has been continued as ad-hoc committee, but will be integrated as the college's governance is reorganized, currently in process, led by the collegiate Faculty Liaison Council.

In 2007-2008, the DSN 446/546 students have been working with and for the working poor and minorities in Sioux City through the local Soup Kitchens and Food Bank toward the realization of a local food system that addresses the basic needs of these sectors of the population. The college's Academic Affairs Council promoted the advertising of design courses meeting the U.S. Diversity and International perspectives requirements to the larger university community by designing, printing and places poster around campus in advising areas. The College continues to expand its offering of courses that meet the U.S. Diversity and International perspectives and has recently added 2 new courses: Arch 519, Middle Eastern Cities, (international perspectives); and Arch 529, Spatial Dialectics in the American Midwest, (U.S. Diversity).

Service learning opportunities have occurred in option studios that are dealing with special housing needs in remote venues like Uganda, Africa, and New Orleans, LA. Students are working with Kevin Nordmeyer and the Renaissance Design Group, (a professional design firm), on the development of a sustainable African village. The college's Rome Program continues to be the largest international study program from our university, and plays a significant role in enhancing students' understanding of global, cultural, ethical, and diversity issues. Since the program's inception, over 1,000 students have had the opportunity to study in Rome. In addition to Rome foreign study, students this summer will be participating in a field study offering in Chinese Art and Architecture, the "Cities of the Czech Republic" and the Pacific Rim traveling studio in Landscape Architecture.

A CRP faculty member served as a Co-PI on the sponsored project, "Development on the Move: Measuring and Optimizing the Economic and Social Impacts of Migration in Ghana" funded by the Global Development Network (GDN) and Institute for Public Policy Research (IPPR) (February 2008 – July 2009). This faculty member also worked on the project, "Effects of HIV/AIDS on Poverty in Sub-Saharan African Cities," which was funded by the Iowa State University Department of Community and Regional Planning Research Grant. Several faculty have been actively researching and publishing on diverse issues:

The MLO, who is American Indian, was hired at half-time as of September 1, 2007. In January 2008 she was increased to full-time program coordinator, half-time MLO and half-time Program Coordinator for Strategic Initiatives. Part of the new position includes recruitment of underrepresented populations.

An African-American female has been hired as a Program Coordinator I for Towncraft in Perry.

In retention efforts, the college's MLO meets regularly with students regarding all issues that may affect their academic growth. The MLO holds programs and academic workshops including study break socials, potlucks, workshops by COD graduates, and upper-level students and the Academic Support Center, and a presentation by a COD alum. The MLO has also continued the peer mentor program in which upper-level design students mentor freshmen multicultural design students and provide guidance in applying to the COD programs. The Multi-cultural Design Student Organization (MDS) was formed in early October of 2007 with the encouragement of the MLO, who serves as the organizations advisor. This organization has served as a support network for minority students within the college. With the encouragement of alum and several students, a chapter of the National Organization for Minority Architect Students (NOMAS) will soon be created, and will serve as a very important retention and recruitment tool.

The College of Design participates in the Academic Program for Excellence (APEX) summer program, and the Design MLO serves on the current APEX Committee. Student Services participated in "Make me a World in Iowa," which was attended by thousands of minority youth from across Iowa.

The MLO has emailed prospective students and sent out postcards targeting underrepresented groups, as well as meeting with visiting multicultural prospective students, George Washington Carver prospective students, and has regularly attended Multicultural Visit Days. In summer 2008 the MLO will present at a college fair specifically targeting Native American high school students.

This is the third and final year of a HUD fellowship program that support three graduate assistantships for minority students in Community and Regional Planning.

The college continued work on an agreement with Lanzhou Jiaotong University in an effort to admit students from this Chinese university into our programs in Community and Regional Planning, Landscape Architecture, and Architecture. We are planning for the first cohort of Lanzhou students to be in Ames by the Fall of 2010.

For Native American Heritage Month in November, the MLO held an educational film series, attended by students across the university. The MLO sponsored an event titled "Multicultural Candy," which was held by MDS and advertised throughout the college. One faculty member runs a weekly program, "Accidental Learning" program run weekly, students, faculty and staff have been exposed to diversity issues.

College of Design faculty are leaders in diverse groups. A CRP faculty is a Member of the Planners of Color Interest Group (POCIG), serves as Advisor to the Ghana Association of Iowa, and is an Editorial Board Member and editor for Africa, PlacesOnLine – an online project of the Association of American Geographers that bring together virtual online publications about "real" places; available at: <http://www.placesOnline.com>. The Association of Collegiate Schools of Planning Faculty Women's Interest Group's Vice President is a CRP faculty member.

Design and Landscape Architecture sponsored the lecture, "Resource Conservation – Indigenous Knowledge" by Lance Foster, ISU landscape architecture alumnus and a member of the Ioway Nation. Foster spoke about the conservation of resources through the integration of indigenous knowledge.

The topic of the first lecture held at the center for Town/Craft in Perry was developing diverse neighborhoods in Iowa's rural communities.

A PhD candidate in urban and regional planning at the University of Illinois at Urbana-Champaign, presented "Diversity in Downtowns" a lecture in conjunction with Town/Craft's first exhibit, "The Design of Diversity". Town/Craft is also the location for the work of an Extension Community Development Specialist, who is working with the Latino business community in Perry to organize their efforts.

The Director of Extension to Communities, met with the Meskwaki community to investigate potential future studio outreach projects. He also made a presentation to the Extension Citizen's Advisory Council about improving extension and outreach programming to the state's growing Latino community.

A professor, as advisor of the United Native American Student Association, brought the filmmakers of “Lost Nation: The Ioway” for a film screening and discussion. The professor also brought a member of the Ioway Nation and ISU alumnus to present the lecture, “Emerging from Obscurity: The Ioway Nation in the New Millennium.”

The College supports university diversity programming such as ISCORE (Iowa State’s Conference on Race and Ethnicity) and APEX (Academic Program for EXcellence).

Several staff, faculty, and students participated in ISCORE. A College of Design faculty member creates the annual posters for ISCORE.

The college has provided financial support to University Lectures on issues of diversity; donated to the D.R.E.A.M.S. project, a student organized program to mentor minority high school students in Perry; and is supporting a number of attendees to the Iowa Women's Leadership Summit. The college Diversity Committee has been promised some funding from the college to support small diversity grants. The committee is in the process of creating a request protocol for this initiative.

#### **IV. Best Practices/Final Comments**

The college's very important goal of "a commitment to diversity being a defining characteristic of the collegiate community" requires us to support and engage diversity using a multiplicity of means, with a multitude of constituents. We have been most successful when we are engaging many of our people, (from student service staff to faculty to administrators) with many constituents from prospective students to communities in one-to-one relationships. Diversity is at its roots, about personal relationships, communication, respect and trust.

## **The College of Engineering**

### **I. Diversity Mission/Vision Statement**

Increasing the diversity of our students, staff and faculty is a priority objective of the College of Engineering (COE) as directed by the “2005-2010 Strategic Plan” of the university and is an essential element to meeting the *2050 Challenge*, the bedrock of the COE Strategic Plan. Our commitment is entrenched in supporting an intellectually diverse environment to “broadly stimulate excellence and enable all members of our community to pursue their scholarship in the manner that can best serve our mission” as we fulfill our vision of international leadership in “producing innovative graduates and researchers that focus on meeting the present and future needs of society.”

As the management of resources continues to be challenging, it is clear that bold and creative initiatives are necessary to realize our vision. To accelerate our efforts, the COE has committed a significant amount of resources in the recent establishment of the Engineering Diversity Affairs (EDA) Office and the appointment of a Professor in the newly created position of Assistant Dean for Diversity. This office provides college wide assistance in programming, fund raising and networking to significantly impact our success in diversity at all levels. In particular, this office provides oversight of the recruitment and mentoring of multicultural and female undergraduate engineering students, as well as providing critical input and accountability to our success in diversifying our graduate programs and faculty ranks. The final section of this report highlights some of the new programs this office will implement in the near future.

The COE administration has also vigorously supported its Diversity Committee, tasked with developing and implementing best practices for diverse faculty recruiting. The administration has also been a vigorous supporter of the ADVANCE program.

The diversity goals in the COE are driven by the *2050 Challenge* in recognition that “if the field of engineering remains alien for multicultural students and women, the US may not be able to produce enough engineers to technically compete with the rest of the world.” More specifically, our goals include tripling the number of Latino/a (LA) and African Americans (AAm) undergraduate students in the next three to five years and increase retention level of all students in the COE.

For undergraduate females, we hope to exceed the national percentage in Engineering in the next three to five years. Our undergraduate enrollment is now about 2 percent below the national average. Our graduate enrollment of under-represent and female students is also lower than the national averages by similar values. Hence, we have set goals to close these gaps significantly in the next three to five years.

Currently there are 177 tenured/tenured track faculty in the COE (head count). Of this total 17 are female, 1 is LA, 1 is AAm, and 72 are Asian/Pacific Islander (US Citizen or Permanent Resident). Through assistance with the NSF ADVNACE project and by strategic use of Cluster Hiring, we hope to double the number of female faculty in the next five years

and add at least two multicultural underrepresented each year for the next five years. The chairs and deans in the College will be evaluated on their ability to meet these objectives.

## **II. Response to Diversity Statistics**

In this section, the COE's diversity is statistically compared to the national (US) and university using undergraduate, graduate, and faculty data. The ISU data comes from Office of Institutional Research (IR) and the national data comes from the National Science Foundation (NSF) and Engineering Workforce Commission under different sources as indicated. The percentage of Native Americans (NA) in national and university figures are so small that meaning in terms of trends are difficult to see. Thus, statistics on NA are not included while recognizing the need for considerable improvement. In addition, Asian/Pacific Islander Americans performance and enrollment numbers are excellent and as such will be left out of this analysis.

The US undergraduate enrollment trends from 1995 to 2005<sup>1</sup> are shown in Fig. 1. The female enrollment reached a maximum around 2000 but has been steadily dropping since. For LA there is a slow upward trend but for AAm there is a slow downward trend. This could be a reflection of population trends. Note that all of these groups are enrolled much less than the proportion of population they represent. Similar ISU data (1996-2007) is shown in Fig. 2.

There is also a downward trend for female enrollment about 2% less than national averages. For LA and AAm, our enrollment percentages are considerably less than the national numbers values and do not reflect the divergence of LA and AAm as in national data, though in 2007 there is some indication that LA may be overtaking AAm as the largest underrepresented group. The fact that ISU enrollments for LA and AAm lag behind national trends is in part explained by the Iowa undergraduate pool which is significantly less diverse than the national average.

Enrollment data for ISU are given in Fig. 3 for females and Fig. 4 for LA and AAm. The US-level data for bachelors' degrees in engineering<sup>2</sup> are shown in Fig. 5 for females, AAm and

LA. One can compare these with Fig. 1 to get an indication of retention on a national level. ISU retention will be examined through 1-year retention rates as given in Fig. 6. First year retention is highest for females. Although retention rates are lower for AAm and LA, they have risen over the years.

For reasons which are unclear at the moment, retention dropped considerably for AAm in 2006. The data for Fall semester 2007 seem to indicate that this trend will continue and we will also see a drop in LA. While the COE has not studied this drop in depth, data from the Carver Academy this spring (not shown) for Carver Scholarship students showed significant decline in the ACT scores of entering AAm students that could account in part for this trend.

While the COE will continue to work on increasing retention for all of its students and female students in particular, the most critical factor to increase the number of women in engineering is to increase recruiting efforts to increase the number of women in the

incoming class. (That is, retention is not necessarily the issue.) According to current research, the recruitment effort should start as early as K6 education.

Our plans to increase enrollment and to address retention of underrepresented students are discussed in the concluding section.

US3 and ISU graduate enrollment data are shown in Figs. 7 and 8. These trends follow the data for female undergraduates (Figs. 1 and 2) but report significantly lower values for LA and AAm on a National level. The figures for ISU numbers are similar. The improvement in Graduate student diversity will in large part follow the improvement in our faculty diversity. We have placed high importance and instituted high standards in our faculty searches. In order for an offer to be made to a faculty candidate, there must be evidence of diversity in the candidate pool and, if lacking that, due-diligence in searching out diverse candidates. For example, this new policy has more than doubled the rate of interviewing of female faculty candidates. During the past year, 21% of regular faculty candidates interviewed were women. When including cluster candidates, 19% were women.

### **III. Diversity Efforts**

The diversity related programs and activities in the COE are extensive. A subset of some of the more notable activities are described below. These include the LEAD Program, the COE Diversity Committee, and faculty and staff in collaboration with departments and central units in the college and university.

#### *Retention*

- Continued support from Lockheed Martin allowed the LEAD Program to open the *Lockheed Martin Homework Help Center* during AY2007-08. Upper class LEAD students who excelled in entry level calculus, chemistry, and physics courses are paid to give homework help and basic tutoring to underclass students. The Center, staffed 25 hours per week, has increased traffic to the LEAD Study Center by 50% and significantly increased informal peer mentoring.
- Participation in the LEAD Learning Community has doubled from 13 to 27 participants through enhanced marketing efforts.
- Funds have been allocated for tutoring female engineering students in collaboration with the Program for Women in Science and Engineering.
- The department of Mechanical Engineering (ME) has initiated the *Women in Mechanical Engineering* support program for current and prospective female students. The goal of the program is to substantially increase the percentage of undergraduate women in the program (currently  $\approx 7\%$ ), as well as retain the current women and enhance their overall satisfaction and experience in the department.

#### *Networking*

- 2007 Welcome Cook-out – The first event of the Fall 2007 semester was a cook-out to welcome new students to campus and welcome back returning students and encourage networking amongst students, faculty, and staff. Faculty members from various departments were in attendance.

- 2008 Welcome Back Chili Supper - The purpose of this event was for students to meet the Asst. Dean for Diversity. The Assistant Dean discussed the COE vision for students of color and innovative ways in which the LEAD Program can help students reach their full potential. During this event, the LEAD Program announced the establishment of a Student Advisory Board.
- Brown Bag Lunch with Industrial Representatives in the LEAD External Advisory Board Meeting.
- The LEAD Awards and Networking Banquet showcased students' academic accomplishments throughout their experience at Iowa State and honored graduating seniors. This year, the event was transitioned into an Awards and Networking Banquet. Not only were students commended on their academic accomplishments but they also networked with peers, faculty and staff, and corporate leaders and recruiters from industry. Parents of graduating seniors and students receiving awards were invited to the event as well. By providing students with the opportunity to attend this event, the college showcased the talents of multicultural students and provided industry with the opportunity to interact with students. There were five corporate sponsors in attendance that contributed \$4,000 to make this event successful.

#### *Notable Faculty Efforts*

- The Toying with Technology<sup>SM</sup> Program coordinated by the Department of Materials Science Engineering (MSE) is one of the largest outreach efforts in the COE, impacting thousands of K-12 students per year and hundreds of teachers. The program also has a 3 credit undergraduate engineering course for education majors (pre-service teachers) and a 2 credit graduate engineering summer class for practicing (in-service) teachers.
- Faculty in the department of Industrial and Manufacturing Systems Engineering (IMSE) are actively involved in various university committees and national organizations that promote ethnic and gender diversity in engineering and academia.

#### *Professional development opportunities*

- In partnership with the MSA and COE Career Services, the COE hosted a professional development workshop on *Resume Building* to prepare multicultural students for the Career Fair. This session provided students with useful tips on how to prepare their resume and how to utilize the online services of Career Management Service (CMS) to create an account and upload a resume.
- Diversity Networking Reception – The purpose of this event was to provide an opportunity for students to interact with recruiters from various companies prior to the Engineering Career Fair. Approximately 60 students attended.
- Stress Management Workshop – To provide help students deal with the high levels of stress during midterms. Students engaged in conversation with Ray Rodriguez and his student assistant.
- National GEM Consortium Presentation – The LEAD Program organized a session with representation from the National GEM Consortium to encourage multicultural students to pursue graduate school. Students were briefed on what to look for when choosing a university for graduate study and received support for their future graduate study endeavors.

- Financial Planning Workshop – The purpose of this event was to expose students to best practices for managing their finances. During this event the author of the *Financial Tip of the Week*, spoke to students about: credit report scores, buying a home, credit card debt and student loans.
- Provided funding for members of Society of Women Engineers (SWE), National Society of Black Engineers, (NSBE), American Indian Science and Engineering Society (AISES), Society of Hispanic Professional Engineers (SHPE), Society of Mexican American Engineers and Scientists (MAES), and the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE) to attend national meetings, as well as
- Participate in regional leadership opportunities. These opportunities involved interacting with leaders and recruiters from corporations and graduate schools. By sending students to these meetings, the college showcases the talents of students of color and women, provides students with a means to develop professionally and as leaders while improving the visibility of the COE.

*Contributions from corporate donors:* To date for AY2008, nine corporations have donated more than \$40,000 for undergraduate diversity activities and programs.

#### *Multicultural Events*

- The COE actively participated in and co-sponsors the Iowa State Conference on Race and Ethnicity (ISCORE). Members of the COE are members of the planning committee and various faculty, students, and staff presented at the conference. Attendance to this conference is mandatory to students who are GWC or MVP Scholars as well as for students who are members of the LEAD Learning Community.
- Throughout the academic year, EDA through LEAD offers opportunities to minority students to develop their leadership potential and career development. Some of these funded opportunities are: 15 participants for Noche de Cultura/Night of Culture; and tables for Diwali Night; the Legacy Ball; and the NAACP Freedom Fund Banquet.
- With the purpose of celebrating the accomplishments of our students of color, EDA and LEAD provide sponsorship for the graduation celebration People of Nia. This event is organized by the Black Student Alliance and the Black Graduate Student Association but recently joined forces with the Latino Graduate Student Association to make this a larger scale celebration.

#### *Notable University and Regent Awards and Honors for COE Multicultural Students*

- The Wallace E. Barron All-University Award
- Brandon The W. Robert Parks and Ellen Sorge Parks Senior Scholarship
- "Women Impacting ISU" Calendar
- Erroll B. Davis, Alliant Energy Award, presented by the Board of Regents

#### *College/Unit Diversity Training and Resources*

This section highlights some of the diversity training that faculty and staff in the COE received during the 2007-2008 school year are presented.

- Classroom Climate Workshops - In collaboration with the Center for Excellence in Learning and Teaching (CELT), the COE presented the workshop series *Enhancing the*

*Climate in Engineering* to share best practices for improving the climate for students in engineering. The methods are intended to increase participation, leadership and sense of community for all students and thereby help retain multicultural students and women in engineering.

- Visiting Scholar – With the intent of promoting engineering faculty’s understanding and implementation practices for improving undergraduate classroom climate, The Dean of Engineering, Architecture, and Computer Science at Howard University, visited the COE in October 2007. He is the 2005 recipient of the National Society of Black Engineers Lifetime Achievement Award in Academia and is recognized as a national leader in the development of strategies to increase underrepresented groups in science, technology, engineering, and math (STEM) disciplines. While at ISU, The Dean met with the COE Diversity Committee, department Chairs and directors of graduate education. He also gave a
- seminar entitled “Diversity in the Worlds of Math, Science, and Engineering.”
- The workshop “Planning Inclusively for Classroom Diversity” was attended by about 40 faculty. The workshop was partially a response to the call of the ISU President in the fall of 2007 for student recruitment and retention to be a major priority for ISU. The presenter was The Associate Director of CELT. In preparation for the workshop, the presenter attended several engineering courses across the college to observe classroom practices. In the workshop she compiled information and shared valuable insights for improving teaching effectiveness.
- NAMEPA Conference – The Assistant Dean for Diversity and the LEAD Program Coordinator attended the 2008 National Association of Multicultural Engineering Program Advocates (NAMEPA) Conference in Atlanta, GA. This conference provided networking opportunities with other professionals in similar positions and information about ways to recruit and retain students with compliance to current laws and practices.

#### *Curriculum, Pedagogy, Research, and Scholarship and Outreach Efforts*

Outreach efforts included the following:

- Partnered with Engineering Outreach and Recruitment to host 24 prospective students of color at *Evening with Engineering* in February 2008, an event that provided students and their parents with information about academic and social support available through the LEAD program.
- In collaboration with SHPE/MAES, the annual SHPE/MAES High School Shadow Day was held to encourage Latino students from Iowa to explore the field of engineering and connect with successful and influential engineering students. Over 25 SHPE/MAES members and volunteers participated in the 2008 High School Shadow Day.
- In collaboration with the Office of Multicultural Student Affairs (MSA), the COE cosponsored the Academic Program for Excellence (APEX) during the 2007 summer.
- The COE participates in the Multicultural Vision Program (MVP), which has an emphasis on recruitment. Currently there are 46 MVP scholarship recipients in the COE and 3 are graduating the spring of 2008. Recruitment of high achieving minority students have led to 30 new students from the COE receiving George Washington Carver Scholarships for AY2007-08. Currently there are 126 GWC scholarship recipients in the COE and 16 will be graduating in the spring of 2008.

#### **IV. Best Practices/Final Comments**

Although diversity efforts in the COE are broad and substantial there is still a significant amount of variation in the efforts of departments and programs, and some amount of disconnect between those efforts. As a result, the COE will look at ways to maximize resources and streamline those practices to be more effective in reaching our goals. For example, the Mechanical Engineering (ME) Department, in an effort to significantly impact the number of undergraduate and graduate females, has hired two staff members dedicated to the recruitment and retention of female students. To this end ME has planned and hosted a number of visitation and social activities to increase the connection of its female students to members of their department. Another example worth noting is the pool of candidates that Chemical and Biological Engineering interviewed this academic year – 6 of the 11 were either women or person of color. Through the COE Diversity Committee we will continue to provide workshops to educate on best practices and work with all members of our college.

The data presented in the report suggest that the number of female students will grow through recruiting and mentoring at an early age. However, the growth of underrepresented students of color will require aggressive recruiting in new areas inside and outside of Iowa. We will also require effective transition programs for incoming freshman and programs to mentor and address deficiencies early in their undergraduate careers. In addition, to reach our enrollment goals we will target larger number of students from low income, academically disadvantaged environments who may not have documented prior academic success (e.g., test scores) but do have the potential to succeed. As such, their success will strongly depend on the development of effective transition and academic year programs. In this regard, this summer the COE plans to launch a new transition program called the Summer Program for Enhancing Engineering Development or SPEED. Starting next fall we will hold Academic Workshops that will focus on the skill development to academically succeed. The funding for these programs will dominantly come from corporate partnerships where the supporters will play an active role in the professional development of the students.

We were successful in obtaining substantial funding for a Federal earmark project in partnership with the Florida A&M University (FAMU) and the South Dakota School of Mines & Technology (SDSMT). FAMU is an HBCU (Historically Black College and University) and SDSMT has a substantial Native American population. These partnerships will provide us with direct access to undergraduate students of color for internships and graduate school as we nurture the relationships. Equally exciting is the strong possibility that we will be awarded an NSF Research Center in Biorenewable Chemicals which has a strong diversity component across all levels of education.

The COE is committed to and devoting resources to improving its diversity. There are many factors which contribute to its diversity being less than the ISU average (i.e., historic national trends for engineering programs and deficient pipelines of STEM prepared human resources); the COE is working hard towards becoming a destination of choice for diverse students, faculty and staff. This improvement is and will continue to occur over many years.

## **The College of Human Sciences**

### **I. Diversity Mission and Vision Statement**

The 2005-2010 Strategic Plan for the College of Human Sciences centers on four strategic goals, each of which supports diversity, broadly defined. These are:

- **Academic Excellence.** Enhance the quality and prestige of our faculty, academic programs, research and scholarship, and teaching excellence in our cross-cutting themes; develop interdisciplinary research initiatives, support and sustain current programs of excellence, promote inter- and intra-college collaboration, and add key new faculty lines to lift the college to national and international prominence. NOTE: This strategic goal embodies a commitment to intellectual diversity.
- **Student Enrollment and Retention.** Develop new initiatives to attract, recruit, admit and retain high quality and diverse undergraduate and graduate students.
- **Outreach and Engagement.** Strengthen engagement state-wide, nationally and abroad with external audiences in communities, educational institutions, professional organizations, public policy think tanks and other groups through collaborative partnerships; build and support a strong alumni base; and promote opportunities for dialogue and exchanges that enhance learning, research, and quality of life. NOTE: This strategic goal demonstrates a fundamental desire to serve a diverse public.
- **Build CHS Community Internally.** Increase collegiality and collaboration through enhanced communication and engagement among all college stakeholders with programs that cut across disciplinary lines, strengthen infrastructure, decrease bureaucracy, and enhance outreach to other units/organizations across the university. NOTE: This strategic goal includes supporting communication and community-building among diverse college constituents.

Specific strategic objectives within each goal delineate more clearly how we focus our efforts. Among these are simple objectives aimed at increasing demographic diversity (race/ethnicity, sex, ability/disability....) as well as more complex ones centered on creating a culture more deeply supportive of diversity.

Departments and other college units must identify staff/faculty applicant pools that are as diverse as possible when hiring. For faculty hires, a diverse set of candidates should be identified and the method by which this is done is reported to the dean for final approval. Chairs must report annually their efforts to recruit and retain diverse faculty and staff. Likewise, chairs are responsible for increasing the diversity of students enrolled in their departments. Strategies to address shortcomings in these efforts are devised conjointly by chairs, deans, faculty, and key staff members such as our multicultural liaison officer, recruitment officer, and advisors. Finally, in their annual evaluations, administrators are accountable for their efforts to support and enhance diversity.

### **II. Response to Diversity Statistics**

#### **Administration**

Among chairs in the college, three are female and three male. Five are White and one Latina. Among deans, three are female and two male. Four are White and one is Latina. In sum, gender balance exists in college administrative leadership (Women: 55%, Men: 45%).

We would like to see greater racial/ethnic diversity in these key positions, though (Latina/o: 18%, White: 82%). During the only administrative search this year, the search committee specifically targeted females among the nearly one hundred fellows in the field, sending them recruitment packages and following up with multiple personal contacts. Despite these efforts, none applied. The pool of qualified candidates of color in this field was exceedingly small, but the committee similarly endeavored to recruit them – to no avail.

#### Faculty

Of the 172 tenured or tenure-eligible faculty reported, women account for 66% (with a higher proportion among tenure-eligible faculty and lower proportion among those with tenure). These figures greatly exceed those for the university as a whole, with women accounting for only 34% of tenured or tenure-eligible faculty. In terms of race/ethnicity, 12% of tenured/tenure-eligible faculty in the college are persons of color and 88% White. While one third of the university's African American faculty serve in our college, we currently employ fewer faculty who are Asian/Pacific Islander. The overall proportion of faculty of color in the college has risen slightly during the past year from 10.9% to 12.2%. Our college also welcomes and employs LGBTQ faculty, though university data is not collected for this dimension of diversity.

#### Staff

Among P&S staff in the college, 11% are persons of color (compared with 9% in the university). Higher appointment bases have proportionally fewer persons of color. We not only must improve our racial/ethnic representation in P&S positions, but we especially must endeavor to do so at higher P levels. Of all P&S employees in the college, 85% are women. This surpasses the rate of 52% for the university as a whole. Our Merit staff is comprised primarily of White women. While the racial/ethnic makeup of our Merit staff is similar to that for the university as a whole, we employ a significantly higher proportion of women than does the university (98% versus 64%).

#### Students

Overall, enrollments of multicultural students in the college match or exceed those for the university as a whole in all categories except for international students. Two departments in particular (AESHM and KIN) have been quite successful in appealing to diverse student populations through special outreach events and strategic recruiting. Another department has worked diligently to increase student diversity through intensive mentoring and other programs, though enrollments have not yet increased accordingly.

### **III. Diversity Efforts**

The following section outlines college activities over the past year that have addressed the university's *Implementation Plan for Diversity, Equity, and Community, 2006-2011*. This list is illustrative rather than exhaustive.

- Currently, the college offers a variety of learning communities for undergraduate students across disciplines and ages. Participation is quite strong with over 71% of our students engaged in them at some point during their degree program. The ANTS learning community in particular is unique in the university in that it serves

nontraditional students. The Step Forward learning community offers students of color an especially welcoming and supportive opportunity to acclimate to undergraduate life in the college.

- College celebrations and other events honor the contributions of our students and faculty. The College Welcome Picnic continues to grow each year, serving over 900 persons this past fall, up from 600 the previous year. Our college's undergraduate commencement ceremonies attract about 500 students each year.
- The college also sponsors or co-sponsors a wide range of events that focus on issues of multiculturalism or diversity. These include ISCORE, invited lecturers, and visiting scholars.
- The CHS Curriculum Committee has defined a new undergraduate core curriculum that includes social justice/responsibility among its five areas of focus. College forums are now underway with the expectation that faculty will vote on the core during the Fall 2008 semester.
- The ELPS Department has formally begun its Social Justice concentration in the Higher Education program, enrolling its first cohort of students this year.
- The college has fundamentally reconfigured its International Experiences Program. Among many other projects for this new program, The Director, is leading a college-wide effort to assure that international experiences are thoroughly integrated with curriculum.
- The college continues to provide leadership and instruction for Dialogues on Diversity, a class supported by the Provost's Office and that serves the university community. Typically, 120 students enroll in this course each semester, which seeks to develop deeper student understanding of individuals from diverse cultures; multicultural perspectives; and the roles of race, ethnicity, and socio-economic status in an increasingly diverse Iowa and nation.
- The college Diversity Committee has successfully nominated our next Helen LeBaron Hilton Chair, a nationally distinguished scholar who has written extensively about educating teachers/faculty to engage sensitively, supportively, and well with multicultural students. During the 2008-09 year, she will work closely with students, staff, and faculty. She will focus much of her time with us by working with researchers in the college to assist them in furthering their scholarship on multicultural issues.
- Scholars throughout the college conduct research on issues connected with social justice/multicultural issues. Their efforts are too numerous and varied to list in entirety, but clearly, faculty engage in this work in every department. Clusters of researchers focus on issues such as persons living in poverty, the elderly, disabled individuals, persons who speak languages other than English, persons with diverse sexual and/or gender identities, persons who suffer from food insecurity, multicultural aspects of food, textiles and clothing as cultural expression, religious diversity, and the education of diverse persons of all ages around the world. In short, diversity is central to much of the scholarship (and service) of the college.

- The college's scholarship program has expanded notably over the past year. The number of undergraduate scholarships offered increased from 182 to 248 (36% jump) while the total amount of scholarship money awarded grew from \$264,000 to \$430,000 (63% increase). Aggressive efforts to inform students about scholarships have produced results, too. The number of applicants from last year to this rose sharply, from 339 to 538, or 59%. Students of color are amply represented among scholarship awardees.
- The Extension to Families program has expanded the diversity of its field staff over the past few years. It also has successfully expanded its services to predominantly Latino and African American communities in the state.
- Our Multicultural Liaison Officer has continued to organize a number of effective and engaging programs for multicultural students. Among these are: taking our students to the Des Moines Ebony Fashion Show each spring, hosting a group of potential multicultural students at the Behind the Scenes Day associated with the annual Fashion Show, and serving as a key campus liaison for recruiting students from Puerto Rico.
- The CHS Diversity Committee has created a new college award for faculty/staff achievement in supporting diversity.
- Our Multicultural Liaison Officer, in conjunction with staff/faculty/students around the college, has produced and/or contributed to a number of events designed to expand multicultural awareness, including: Latino/a Heritage Month events, soul food lunch, a book discussion of First in the Family (first generation students), and a study abroad experience for the Step Forward learning community.

#### **IV. Best Practices/Final Comments**

The College as a whole particularly seeks faculty members from underrepresented groups. The Educational Leadership and Policy Studies Department has shown truly exceptional leadership in proactively seeking out women and persons of color as hiring opportunities have arisen. It has advertised positions in an array of venues likely to attract the attention of a broad applicant pool. Department faculty have recruited vigorously at key conferences and meetings as well as made concerted one-on-one contacts with allies likely to suggest promising candidates. After strong female and minority applicants have been identified, the search committee chair mails letters inviting these individuals to apply and/or initiates phone contact. Once a female and/or minority applicant has been selected for a position, the department and college administration has made every effort to jointly fashion enticing incentive packages. Without question, the ELPS Department has been spectacularly effective with such efforts. Thirty-three percent of core faculty members are persons of color, making the program one of the most diverse of its kind in the country, not to mention on campus.

## **College of Liberal Arts and Sciences**

### **I. Diversity Mission/Vision Statement**

Statement from the Dean of the LAS College:

At the beginning of Fall 2003, the LAS College appointed a Diversity Committee to review college policies on diversity and recommend future action. The Committee produced in March 2004 a report entitled "A Clear, Accountable Commitment to Diversity". The full text of the report is available in PDF format and we invite you to read it. This report affirms the LAS College's commitment to diversity as a core value. In addition, the report lays out a series of recommendations for the College.

As a college committed to learning and discovery, we engage the entire campus community on issues that help shape the thinking of this nation and the world. We teach those courses whose curricular content naturally address issues of diversity and underrepresented groups. We lead the discussion on topics that celebrate, explain, and respect human differences and similarities.

As the largest college on this campus, the College of Liberal Arts & Sciences (LAS) has a special obligation and a moral imperative to be the institution's leader in engaging students, faculty and staff, and the community on the importance of diversity in all respects. This college accepts the challenge and responsibility to promote diversity at every level.

LAS College's Definition of Diversity

"Diversity" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing.
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to age, ethnicity, class, gender, physical abilities/qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences. Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

Ways that faculty and staff will be held accountable for progress on diversity plans:

- An annual report on the unit administrators, faculty and staff will account for the numbers of members from underrepresented groups.
- An annual report on student enrollments according to gender and ethnicity will account for the numbers of students from underrepresented groups.
- Search committees will be required to undergo diversity training and keep in mind the principles of fair and unbiased search processes.
- Continuing efforts to mainstream ethnic studies courses and other offerings that fulfill the University's U.S. Diversity Requirement will be pursued. The increase of ethnic studies faculty and ethnic studies courses is seen as one means of addressing this need on campus.
- Displays, exhibits and presentations representing the LAS College's commitment to building a diverse and excellent faculty, student body, curriculum and campus climate will continue to be supported.
- The Dean will continue to seek ways in which members of underrepresented gender and ethnic groups can be equitably represented in the LAS College's academic units.

## **II. Response to Diversity Statistics**

For the current academic year under review (2007-2008), two of the department chairs are Asian American males, and the chair of one department was female. She will be stepping down from that position to assume the role of Associate Dean for international studies and distance education in the LAS College. In our advising staff, one multicultural liaison officer is African American, the other is a native of Brazil; serving as classification officer is an Asian American female.

In 2007, of 337 tenured faculty in the LAS College: 3 were African American, 3 were American Indian/Alaskan Native, 46 were Asian/Pacific Islander, and 7 were Hispanic, making for a total minority percentage of 17.5%.

In 2007, of 109 tenure-eligible faculty: 1 was African American, 1 was American Indian/Alaskan Native, 27 were Asian/Pacific Islander, and 9 were Hispanic, making for a total minority percentage of 34.9%.

In 2007, of 164 non-tenure-eligible faculty: 4 were African American, 2 were American Indian/Alaskan Native, 13 were Asian/Pacific Islander, and 6 were Hispanic, making for a total minority percentage of 15.2%.

In 2007, then, of 610 total faculty: 8 were African American, 6 were American Indian/Alaskan Native, 86 were Asian/Pacific Islander, and 22 were Hispanic, making for a total minority percentage of 20.0%.

In 2007, of 610 total faculty: 213 were female, making for a total female percentage of 34.9%.

In 2007, of a total of 137 Professional and Scientific Staff Employees: 2 were African American, 1 was American Indian/Alaskan Native, 20 were Asian/Pacific Islander, and 3 were Hispanic, making for a total minority percentage of 19.0%.

In 2007, of a total of 1,301 students: 62 were African American, 4 were American Indian/Alaskan Native, 41 were Asian/Pacific Islander, and 49 were Hispanic, with 23 international, in comparison to 1,079 white students, making for a total minority count of 245 (including international) and percentage of 18.8%.

In 2006, the 1 year retention rate is 78.4% for African American students, 80.0% for American Indian/Alaskan Natives, 91.2% for Asian/Pacific Islanders, and 71.7% for Hispanics, in comparison to 81.6% for Whites.

In 2003 (for which the latest figures are available): the 4-year graduation rate is 41.4% for African American students, for 0.0% for American Indian/Alaskan Natives, 58.6% for Asian/Pacific Islanders, and 45.8% for Hispanics, in comparison to 62.9% for Whites.

The LAS Diversity Committee and the LAS Dean consider these percentages of minority administrators, faculty, and students low. They will strive in the upcoming year to guide searches and recruitment projects with attention to gender inequities and ethnic underrepresentation in the faculty lists.

### **III. Diversity Efforts**

Discussions among the VP for Student Affairs, Program Coordinator in the Provost's Office, Program Manager for the Lectures Program, a Graduate Assistant from the Curriculum and Instruction Department and a Professor in World Languages and Cultures prepared coordination for reviving the African American student support groups establish in the 1990s by Dr. Herman Blake. These support groups are the A-Society (supervised by the African American Studies Program), Band of Brothers (for men), and Circle of Trust (for women). It has been decided that CAIS will provide the academic linkage and expertise, and that the Division of Student Affairs, together with Human Resources and the Committee on Lectures, will provide the organizing, scheduling and funding. The re-launching of these programs, whose objective is to support, encourage and aid in the retention of African American students, will begin before the end of the Spring 2008 semester with an announcement of application opportunities and a posting of a tentative calendar of activities for the 2008-2009 academic year.

The LAS College's Office of Multicultural Student Affairs holds regular ceremonies to recognize achievement among its multicultural students. A MLO organized the ceremony of Fall 2007, at which the Associate Dean spoke and presented awards.

A poster exhibition of dust jackets of books authored/edited by CAIS personnel was displayed at the ISU Spring Faculty Conference at the Gateway Center, Ames, Iowa, on April 13-14, 2008.

A sociology professor took five of her students to Governor Culver's One Iowa Day at the State Capitol in April 2008. The purpose of One Iowa Day was to encourage the involvement of racial and ethnic minorities in state government and other political entities in Iowa.

Members of the LAS Diversity Committee and CAIS joined in Spring 2008 the Future of Minority Studies group, focused on exploring ways to encourage multicultural dialogues and interactions that will foster scholarship and teaching in support of equity, social justice and diversity.

LAS Diversity Committee members are currently in the process of researching a history of diversity initiatives at ISU, in effort to develop Best Practices for Hiring a Diverse Faculty Guidelines that Departments and the College can use to prevent unintended bias and discrimination in the hiring process. These guidelines will be in the form of a "checklist" that search committees will be strongly encouraged (or required) to utilize during the search process, from the initial posting of positions to the final stages of hiring and negotiation.

The LAS College's Multicultural Liaison Officer and the program coordinator in LAS Student Academic Services continue an ongoing effort to recruit, support, retain, and advise students of minority groups and to promote the creation of congenial learning environment. The MLO is currently applying as one of the candidates for the position of Director of Multicultural Student Affairs.

#### College/Unit Diversity Training and Resources LAS College Diversity Committee activities:

LAS Diversity Committee members collected data on the diversity of college department faculties in consultation with the Associate Director for Equal Opportunity and Diversity in Fall 2007.

LAS Diversity Committee chair Matibag represented the LAS College Diversity Committee on the University's Advisory Committee on Diversity (ACD), meeting monthly with the group coordinated by Associate Provost for Diversity Susan Carlson. Members of the LAS Diversity Committee submitted input to Matibag on items to include on the ACD's "Template for Diversity Reports: Colleges and Academic Units".

LAS Diversity Committee members attended the Regional Diversity Summit, Memorial Union, Iowa State University, on April 17, 2007. Featured guest speakers were Dr. Emily Moore and Dr. J. Herman Blake, former director of African American Studies at the LAS College.

The LAS Diversity Committee co-sponsored the workshop "Developing Service-Learning Partnerships with Community Agencies". Discussed the use of service learning to integrate diversity into the curriculum and brought representatives of academic units and social service agencies together for creating service-learning projects.

Members of the LAS Diversity Committee attended the “Celebrations!” event for the African American Historical Museum and Cultural Center in Cedar Rapids on 5 April 2008. A member of the LAS Diversity Committee participated in the 2006-2007 Task Force assigned to review the Dialogues on Diversity Program and make a recommendation for its future. The program has been re-funded and placed under new direction.

LAS Diversity Committee Chair awarded the Provost Office’s Diversity Grant for 2008-2009 for the project titled “The Legacy of Our Larger Community: ISU’s Scholars and Alumni of Color; project co-sponsored by the LAS College Diversity Committee and CAIS; co-investigator is a program coordinator from the College of Human Sciences.

In building collaboration with the ADVANCE Project:

The LAS College has targeted as ADVANCE focal departments the Departments of Chemistry; Ecology, Evolution, and Organismal Biology; Genetics, Development and Cell Biology ; and Physics and Astronomy.

Members of the LAS Diversity Committee participated in the ADVANCE Fall Workshop, co-sponsored by the College of Agriculture on October 31, 2007. One of our members was assigned the role of understudy in the Reader's Theater production "Practical Tools for Recognizing and Reducing Unintentional Bias".

Members of the LAS Diversity Committee studied the ADVANCE Project documents to glean Best Practices for our own college departments.

Members of the LAS Diversity Committee are currently collating departments' Best Practices for diverse and inclusive hiring. Our discussion with EOD directed us to online resources of documented information.

At the invitation of the ADVANCE Project Group, LAS Diversity Committee members attended presentation of Dr. Cathy Trower, Director of COACHE (Collaborative on Academic Careers in Higher Education) at Harvard University on 17 September 2007.

Members of LAS attended the ADVANCE Collaborative Transformation Synthesis Report Workshop” on 1 April 2008; and heard a presentation on updated reports on research.

Curriculum, Pedagogy, Research, and Scholarship

The LAS College continues to take an active and central role on campus toward diversifying the curriculum. The Women’s Studies Program “seeks to transform the nature of academic inquiry across the disciplines by developing and promoting both the curricular structures and a social awareness that allow the incorporation of diverse women's scholarship and issues relevant to women and gender in all disciplines”.

Also supported by the College are its four ethnic studies programs: African American, American Indian, U.S. Latino/a and Asian American Studies. Since summer 2005, these four

programs have been overseen by the Center for American Intercultural Studies (CAIS), housed in 208 Carver Hall and directed by an LAS Professor.

A husband and wife team from LAS will be participating in the Wakonse teaching retreat in May 2008 and requested to join discussion groups that address diversity-related concerns.

Two members of LAS received a Diversity Grant from Iowa State University, Office of the Provost. They were awarded \$3900 for proposal with titled, "Ensuring the Academic Success and Retention of Students of Color at Predominantly White Institutions," April 2008. Part of this project involves examining faculty□student interactions that facilitate the success of students of color.

A sociology professor received a Diversity Grant from Iowa State University, Office of the Provost. She was awarded \$5000 for proposal submitted with two others and titled "Dialogues into Action", April 2008. This project will encourage students to become involved in activities that promote diversity on campus and in surrounding communities.

Members of the LAS Diversity Committee participated in the Brazil Study Tour 19-27 May 2007 (Rio de Janeiro and Salvador da Bahia). Leading the group of about 20 ISU students were several faculty/staff from LAS. The program is aimed especially at introducing ISU students from underrepresented groups to an international experience in multi-ethnic Brazil.

More on activities overseen by or connected with CAIS:

American Indian Studies succeeded in filling a joint assistant professor position to be shared between its program and the Department of Anthropology.

Asian American Studies succeeded in filling a joint assistant professor position to be shared between its program and the Department of Anthropology.

CAIS directors and personnel participated mutually in search activities that included interview visits and attendance at presentations of candidates for positions in African American, Asian American and American Indian Studies.

CAIS faculty and staff continued to represent ethnic studies and diversity initiatives in numerous academic units and university committees. The weekly CAISNEWS electronic bulletin informed the campus community of ethnic community and diversity□related events and activities.

CAIS directors participated in reviews of faculty jointly hired between programs and departments. These reviews included the third-year review of two such faculty.

CAIS personnel set up a display at the LAS College VEISHEA Tent Exhibit on 12 April 2008. The CAIS exhibit, titled "Diverse and Excellent Achievements", featured outstanding academics and athletes of Iowa State, complete with laminated photos and profiles. Also

displayed was the CAIS poster of dust jackets of ethnic studies professors affiliated with the Center.

A LAS student completed her project “South Vietnamese Soldiers in the Re-education Camps: An Oral History Project”. She is a former student from LAS 325, Introduction to Asian American Studies; from SPAN 332, Survey of Latin American Literature; and a mentee in the McNair and Honors Programs. In April 2008 she was accepted into the program in Southeast Asian Studies at the University of Wisconsin-Madison, where she will receive a fellowship to support her first year of graduate work in the masters program.

#### **IV. Best Practices/Final Comments**

The Dean of the LAS College continues to take a hand in overseeing the hiring of faculty from underrepresented gender and ethnic groups. In the processes of searching to fill open faculty positions, he requires that the search committees make an effort to build a diverse pool of candidates.

A statement that Iowa State University is an equal opportunity employer and will not discriminate on the basis of race, gender, religious affiliation or sexual orientation is included in all open position announcements.

All search committee members are required to take the short electronic course “Invite Diversity”, located on the Office of Equal Opportunity and Diversity website.

The College academic departments continue to address gender and ethnic underrepresentation in their faculty ranks by encouraging recruitment and retention of members from underrepresented groups.

The LAS College’s new director of recruitment, hired in 2007, will continue working to increase the College’s efforts to recruit students who are first in their families to attend college, and students who come from historically underrepresented geographical regions and from historically underrepresented ethnic and racial groupings.

## **The University Library**

### **I. Diversity Mission/Vision Statement**

The Library continues to support the following two goals specified in the *University Library: In Pursuit of Our Strategic Vision 2005-2010*.

#### *Learning & Teaching and Research Goals*

“Ensure that library collections and programs support university goals in such areas as diversity, multiculturalism, globalization, interdisciplinary studies, and experiential learning.”

“Continue to strengthen and broaden library collections and programs that support university research in diversity, multiculturalism, and globalization.”

During 2007, the Library continued its systematic collection programs in the areas of African American Studies, American Indian Studies, Asian American Studies, LGBT Studies, Latino/a Studies, and Women's Studies. To expand the diversity, multi-culturalism, and globalization of its collections, the Library purchased and/or continued a number of pivotal resources, which are listed in the appendix.

#### *Human Resources Goal*

“Maintain a well-trained, knowledgeable, diverse, and service-oriented staff (library faculty, professional/scientific staff, merit staff, and student assistants) and a positive work environment essential to the successful operation of the library.”

One means of pursuing this goal is through the on-going work of the Library Diversity Committee. This is a long-standing library committee, which includes six members representative of faculty, P&S staff and merit staff. The committee is active and meets on a monthly basis. The Library Committee on Diversity works with the Dean of the Library to develop and promote a diverse work force within the ISU Library. The creation and maintenance of a total community that is multicultural, multiracial, multinational as well as respectful of the dignity of all persons is essential to the educational mission of this library.

The Library Diversity Committee's charge includes:

- To inform and educate Library personnel concerning diversity issues.
- To maintain a focus on equal employment opportunity and affirmative action within the Library.
- To help create a work environment in which all personnel are able to develop to the fullest extent of their potential.
- To review with selection committees the recruitment process in relation to members of protected classes for professional positions, and to serve as a resource for all hiring

## **II. Response to Diversity Statistics**

The Library's percentage of tenured and tenure eligible minority faculty has remained around 11% for the past five years. Its percentage of tenured and tenure eligible female faculty has remained around 66% for the past five years. The Library's percentage of minority faculty (18.4%), while steady, is lower than the university percentage and its percentage of female faculty is considerably higher than the university percentage (34.2%).

## **III. Diversity Efforts**

An essential aspect of creating a welcoming environment begins with first impressions. All library applicants who are interviewed are welcomed and respected throughout the entire interview process and we place a high value on adhering to the university's expectations for recruitment.. Faculty search committee has an active role in the search process as well as the Diversity Committee, which provides all faculty and P&S search committee chairs with a diversity packet containing information regarding appropriate interview questions and diversity initiatives. At the conclusion of the formal interview for faculty and P&S candidates, a member of the Diversity Committee meets with each candidate, and asks key questions regarding the interview process. During the past year we have not received any negative responses regarding inappropriate questions or behaviors. Moreover, we have received extremely positive feedback from external candidates regarding the professionalism shown during interviews.

An important part of creating a welcoming environment for all library faculty and staff is our Library Staff Association. The mission of this organization states, "The Library Staff Association (LSA) is a non-profit social organization, which promotes and enhances the well being of Iowa State University library staff." Bi-annual meetings are held as well as various social events throughout the year. Events include potlucks, summer picnic, and various break activities. The LSA Council ensures all staff are welcomed at each event. These events and other library sponsored events make staff value the work environment at the University Library.

The University Library, in collaboration with the ISUCard Office, ensures that all visiting faculty and scholars have the same access to library collections and services as ISU faculty. This includes remote access to all licensed electronic content (e-journals and e-books, online indexes and abstracts, etc.) and interlibrary loan. As previously mentioned the collections program continues to expand the diversity, multiculturalism and globalization of our collection. A detailed list showing the diversity of our collection is included the appendix.

The Library continues to uphold the following goal as specified in the *University Library: In Pursuit of Our Strategic Vision 2005-2010* – "Ensure recruitment of a qualified, diverse, and service-oriented staff". All faculty and some of our P&S positions are advertised nationally to recruit the most qualified, diverse candidates.

From the public perspective, the University Library offers a variety of services for patrons with either temporary or permanent disabilities, and works closely with staff in the university's Disability Resources Center to continuously improve these services. Iowa State students, faculty and staff are encouraged to contact the Library's Microforms Center at (515) 294-8436 for information on access and services available. Full-time staff are available to

assist users Monday through Friday, 8:00 a.m.-4:00 p.m.; at all other times, student employees are trained to provide assistance and referral. The e-Library provides a complete overview of all disability-related equipment and services provided by the Library ([www.lib.iastate.edu/services1/other/disab.html](http://www.lib.iastate.edu/services1/other/disab.html)).

Library Faculty and P&S staff serve on various University Committees with diversity-related missions:

- Committee on Disabilities (Kris Larson, Library Representative)
- Faculty Senate Committee on Women and Minorities (
- University Diversity Committee Chairs
- University Committee on Women
- Sri Lankan Student Association faculty advisor
- YWCA Board president

#### **IV. Best Practices/Final Comments**

##### *Training/Development*

The Library Diversity Committee continues to focus on offering valuable training regarding diversity topics to Library faculty and staff. Throughout the academic year the committee invites various speakers to the Library and provides information to staff regarding diversity related events on campus. FY2008 events hosted at the Library or attended by Library faculty and staff include:

- “Communication and Thinking Styles” - presented by ISU Extension in the Library in April
- “Stigma Busters: Dispelling Myths About Mental Illness” - part of Disability Awareness Month on campus in October
- “Communication Workshop” - presented by ISU Extension at the Library in November
- ISCORE- several Library staff attended the campus conference in March
- International Students & Scholars Information Session- presented at the Library in April

##### *Service Excellence*

The University Library continues to strive to provide exceptional public services through our physical and virtual services. During the past year we completed a major renovation project that features a more accessible Help & Information Desk (replacing the former Reference Desk) as well as a variety of additional computer work stations in our new Learning Connections Center. Another service that is particularly helpful to those users with disabilities is the option of instant messaging with a reference librarian.

Over the past year, we continued to invest in disability work station equipment and software. In collaboration with Student Disabilities Resources and with ITS staff, the Library installed a second disabilities workstation in Room 188A adjacent to the Learning Connections Center in Parks Library. An Epson scanner and HP Deskjet 660C are locally available for use with this new workstation. A photocopier located in the main Learning Connections Center, Room 130, is networked to this workstation as well, so additional printing is available using this method. This multimedia workstation also supports Kurzweil scan/read

software and a DECTalk PC speech synthesizer. During the last year, the Library has also installed the read-only version of the Kurzweil software on eight additional workstations in Reserve and Media Resources (Room 2 in Parks Library) for public use.

## **The College of Veterinary Medicine**

The College of Veterinary Medicine is firmly committed to fulfilling the University's goals of increasing its diversity and that of the college. As a four-year professional program, efforts to increase diversity numbers are somewhat tempered, compared to undergraduate programs, by highly competitive enrollment requirements (900+ applications for 120 openings), tightly regimented four-year professional curriculum, and the number of diversity candidates available for faculty and administrative positions.

We are continuing our efforts to further develop an environment that encourages diversity, and are making progress in increasing diversity numbers in faculty, staff and students.

### **I. Diversity Mission/Vision Statement**

The first goal under the College of Veterinary Medicine Strategic Plan - *Professional Students and Related Services* section is "Ensure the quality and diversity of our student population." Goal VII.3 is "The College will maintain a welcoming, collegial and non-threatening work environment" with the following Objectives/Action Plans/Benchmarks:

1. All faculty, staff and students will be made aware of, and expected to comply with the University and College policies regarding work place conduct.
2. An action plan will be developed to improve diversity in student, staff, and faculty recruitment and retention; for rewards and accountability; for alignment with the University Strategic Plan; and to foster work/life balance.

These statements are inclusive and intended to ensure the diversity of the college and all who teach, learn, do research and provide support services here.

The College Mission and Vision Statements and our Core Values speak to our commitment to support these efforts.

The College Mission Statement: *The College of Veterinary Medicine at Iowa State University is dedicated to enhancing the health and well-being of animals and humans through excellence in education, research, professional practice, and committed service to the State of Iowa, the nation, and the world.*

The College Vision Statement: *The Iowa State University College of Veterinary Medicine aspires to be a pre-eminent institution recognized for excellent and leadership in professional and graduate education, for the discovery and application of knowledge to promote animal and human health, and for exerting significant influence on the quality, safety and security of society's food supply, while providing a caring and supportive work environment*

College Core Values include: *We conduct our affairs with the utmost integrity knowing that our interactions with one another and the public demand our best moral, ethical, and professional behavior. We insist on providing a safe and non-threatening work environment for faculty, staff and students.*

## **II. Response to Diversity Statistics**

Fluctuations in statistical measurement are minor. In all categories, except Department Chairs and Merit Employees, the numbers are trending upward.

The statistics show a drop in the number of female department chairs in 2007 which was caused by a female appointment to the position of Associate Dean for Academic and Student Affairs. A national search is underway for a replacement for her. This person replaced a male in her new position and increases the percentage of females serving as associate deans to 33.3%.

The number of minority merit employees has remained consistent while the number of female employees grew slightly as overall numbers of merit employees has increased.

## **III. Diversity Efforts**

**Institutional Commitment:** As stated in the college strategic plan and mission, vision and core values statements, the College of Veterinary Medicine places a high priority on creating and sustaining a welcoming and nurturing environment that allows all employees and students to reach their full potential. This is an ongoing point of emphasis as the college strives to meet its goals, those of the University, and those of the profession of veterinary medicine.

**Curriculum and Pedagogy:** The professional veterinary medical curriculum has minimal flexibility in the DVM program.

**Research and Scholarship** in the college are aligned with the requirements and expertise of the professional program. Specific research opportunities in the area of diversity and ethnicity are limited. Coursework in the role of the veterinarian in society attempts to instill awareness of multicultural issues.

### **Underrepresented Populations**

The college is striving to increase the representation of historically underrepresented populations among faculty, staff and students, while maintaining the highest standards in academic and professional excellence. Following is a summary of activities and accomplishments in this area.

### **Faculty Recruitment and Retention**

Central administration and departments continue to focus on recruiting outstanding faculty to the college with special attention being directed to recruiting diversity candidates. A number of activities and successes are worth noting.

### *Biomedical Sciences (BMS)*

The Biomedical Sciences (BMS) department mentored four female PhD candidates through their final oral and the achievement of their degree. One of these was an underrepresented minority student.

The department chair has participated in almost all of the ADVANCE programs on campus in an effort to acquire insights into the ways in which diversity and positive attitudes

regarding this important issue can be enhanced. The chair has made special efforts to provide as much help and guidance as possible to two women who are on tenure track, one preparing for her third year review, the other preparing her dossier for her application for promotion and tenure to be submitted this fall.

The BMS department worked with the VDPAM department to successfully recruit a new female faculty to an assistant professor position that is a joint appointment between the two departments.

Recently, members of departmental search committees have been urged to work through the diversity website for search committee members. All search committees are charged with the responsibility of conducting searches with a focus on the importance of diversity. In two of three searches conducted last year, either women or underrepresented minorities were identified as finalists for the position. However, in neither case were these candidates selected based on the relative merits of all the candidates that applied.

A woman was hired into the position of program assistant for the Department. Overall, the majority of the Department's P & S staff are women.

*Veterinary Clinical Sciences (VCS)*

The Veterinary Clinical Sciences department (VCS) is maintaining its goal of balanced faculty hiring:

New Faculty	2004	2005	2006	2007	2008	Y-T-D
Females	13	18	20	22	20	
Males	19	19	20	18	20	

Current interns and residents include nine females and 10 males with no minorities.

*Veterinary Pathology (VPATH)*

The department hired an Assistant Professor who is adding to the department's Latin American outreach education.

Pending approval by the Board of Regents, State of Iowa, is the promotion of a female to full professor. If approved, this promotion will add to the number of women full professors at ISU.

*Veterinary Microbiology and Preventive Medicine (VMPPM)*

During the past year, VMPPM interviewed applicants for a faculty position in public health. The two interviewees for this position included a female and a Hispanic male. Cultural and ethnic diversity were enhanced within VMPPM by the presence of international visiting scholars within the department. During the past year, individuals from Thailand, China, and Pakistan have worked in VMPPM labs.

New P&S staff hires from Brazil (female) and Israel (female) have also enriched the cultural diversity within VMPPM. In addition, one female (U.S.) was hired as an Assistant Scientist II. The bulk of the department's cultural diversity is generated by the array of international

graduate students and post docs working in VMPM laboratories. These individuals have come from India, Mexico, Puerto Rico, China, Thailand, and Australia.

The efforts of one graduate student mentor resulted in receipt of a NIH – F31 Minority Pre-doctoral fellowship.

In addition, there is a fair amount of diversity associated with the activities in the wildlife care clinic. The clinic has many undergraduate students from multiple majors, ethnic groups, and both genders. There are a vast number of volunteers of both genders who also provide a wide spectrum of interests, ages, and ethnic backgrounds. The clinic also provides a range of curricular content during outreach activities with respect to the value of a diverse ecosystem and how this impacts humans.

The Institute for International Collaboration in Animal Biologies (IICAB) provides summer training sessions that attract participants from throughout the world, bringing exposure to diverse ethnic and geographic backgrounds to the college.

#### *Veterinary Diagnostics and Production Animal Medicine (VDPAM)*

VDPAM hired five female faculty members in 2007. Three male faculty of non-U.S. origin were hired during the same time period:

Three female P & S employees were hired. Employees from Russia, the Philippines, Mexico, Sri Lanka, and Asia have increased appreciation for international cultures in the Veterinary Diagnostic Lab (VDL).

Two post docs in the department are from Asian countries.

#### Student Recruitment and Retention

##### *Recruitment and Admissions Activities*

The college received 966 applications from applicants seeking 120 openings in the Class of 2012, 136 (or more) are underrepresented minorities, up from last year.

Additionally, the college offered eight under-represented students admission compared to 12 offers this year. Five of the eight accepted positions last year, four Hispanic students and one East Indian.

Two Office of Academic and Student Affairs (OASA) staff members made extensive efforts to recruit the members of underrepresented groups who received offers of admission to the college.

College recruiting personnel participated in the career fair at the annual Association of American Veterinary Medical College (AAVMC) meeting in Washington, DC in March 2007. Approximately 250 students attended this event and 35 to 40% were students of color.

Approximately 150 students attended ISU College of Veterinary Medicine presentations at the University of Connecticut, North Dakota State University, Dordt College, Northwestern College, Rutgers, University of Northern Iowa, University of Arizona, Texas Tech

University and South Dakota State University. Approximately 1% of the student audiences were members of an underrepresented group.

Admissions seminars for high school students and parents, and undergraduate students were held at VEISHEA and participants of the 4-H Youth Conference members were hosted in the summer. No members of underrepresented groups were in attendance. An additional seminar was presented to the ISU Pre-Veterinary Club and one member of an underrepresented group was present.

*In-house Programs:*

Approximately 300 tours were given to over 1,000 people during 2007. Approximately 5% were members of underrepresented groups. Individual high school and undergraduate students were invited to attend classes in the professional curriculum. Larger groups attended a seminar that covered opportunities in veterinary medicine and requirements for admission.

Two members of underrepresented groups participated in admissions interviews.

*Meetings and Committee Appointments:*

The program manager in the College Administration area is a member of the Association of American Veterinary Medical Colleges (AAVMC) Multicultural Committee, Gender Issues Committee and Executive Admissions Committee, serves as Disabilities Resources liaison and a member of the University Committee on Disabilities, and is a member of the Minority Student Affairs Committee.

*Disability Accommodations:*

OASA personnel continue to assist students in need of accommodations by providing liaisons between the Disabilities Resources Office, the academic department and the CVM student from whom the request is being made. The college had twelve students enrolled in the professional program who had documented disabilities. All of these students received or continue to receive accommodations while enrolled in the curriculum.

*International Activities:*

OASA staff worked with faculty members in Veterinary Diagnostic and Production Animal Medicine to facilitate participation in two international Memoranda of Agreement. Two ISU students were hosted by Italy and the college hosted one student from Spain. Staff also worked with a faculty member in Veterinary Microbiology and Preventive Medicine to coordinate a study abroad trip to South Africa for approximately 10 students.

The VDPAM department continues to utilize the Veterinary Student Mixed Animal Recruitment Team (V-SMART), a student recruiting group, and the immersive summer programs in swine, dairy and a new beef program, to increase awareness and participation in large animal medicine, an area of the profession that currently has more demand for graduates than supply.

#### Inter-group and Intra-group relations

College faculty and researchers are continually engaged in activities that recognize and celebrate cultural differences. As a professional program, Veterinary Medicine provides a unique opportunity for students to experience their four year education as a cohort and relationships developed through this four-year learning community type environment are based on experiencing ethnic, gender and geographic diversity.

#### **IV. Best Practices and Final Comments**

Building awareness of diversity issues and the college objectives in this area continues to produce results. Utilizing Human Resources workplace environment and harassment training helped start a process that is beginning to create a more welcoming and inviting environment within the college.

We plan to extend that training into fall and spring new college employee training sessions.

Additionally, we plan to revitalize a college diversity committee to become more active in its efforts to develop and direct college activities that will support its diversity efforts.

Recruiting efforts aimed at reaching more diverse populations are building momentum. While numbers may be small compared to undergraduate programs with considerably larger student, staff and faculty populations, we are making progress and intend to continue to do so by continually evaluating our efforts.

## **PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 1998-2008**

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The total workforce decreased by 45 employees, from 1998 to 2008. Even with the decrease in overall employees, Iowa State University has continued to work hard to increase the number of minority and female employees in its workforce.

The female workforce has experienced growth in five of the POA groups from 1998 to 2008. The largest increase in workforce for females from 1998 to 2008 was in the POA groups Faculty: Non-Tenure Track and the Professional & Scientific. The number of females in the workforce had an overall increase of 94 employees in this ten-year period. Females in 2008 are 50.2% of the total workforce compared to 48.3% in 1998.

The minority workforce has experienced growth in five of the POA groups during this time period. The largest increase in workforce for minorities was in the POA groups Faculty: Tenure Track and Faculty: Non-Tenure Track. The minority workforce had an overall increase of 111 employees, in this ten-year period. In 1998, minority employees were 8.6% of the total workforce. In 2008, minority employees are 10.4% of the total workforce.

**AFFIRMATIVE ACTION REVENUES AND EXPENDITURES  
FY 2008**

Department Name: Board of Regents  
 Person Completing Report: Marcia Brunson  
 E-mail Address: [mbruns@iastate.edu](mailto:mbruns@iastate.edu)

	SUI Affirmative Action Office	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
<b>REVENUES</b>				
<b>STATE APPROPRIATIONS</b>				
General Fund		357,962		357,962
Other				-
<b>OTHER REVENUES</b>				
Federal Support				-
Interest				-
Tuition and Fees				-
Reimb. Indirect Costs				-
Sales and Services				-
Other Income				-
<b>TOTAL REVENUES</b>	-	357,962	-	357,962
<b>EXPENDITURES</b>				
Fac. & Inst. Off. Salaries				-
Prof. & Sci. Staff Salaries		268,040		268,040
General Service Staff Salaries				-
Hourly Wages		5,428		5,428
Labor in Transfers				-
Vacancy Factor				-
Subtotal - Salaries	-	273,468	-	273,468
Prof. And Scientific Supplies		84,494		84,494
Library Acquisitions				-
Rentals				-
Utilities				-
Building Repairs				-
Auditor of State Reimb.				-
Aid to Individuals				-
Subtotal	-	84,494	-	84,494
<b>Total</b>	-	357,962	-	357,962



**University of Northern Iowa**  
Office of Compliance and Equity Management

**Annual Report on Affirmative Action  
To the Board of Regents, State of Iowa**

**October 2008**

Submitted by Leah Gutknecht  
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**Annual Report on Affirmative Action  
To the Board of Regents, State of Iowa  
University of Northern Iowa (UNI)  
October 2008**

**I. INTRODUCTION.**

It is the policy of the University of Northern Iowa that there will be equal employment and educational opportunity without regard to race, color, sex, age, disability, veteran status, religion, national origin, sexual orientation, or any other basis protected by federal and/or state law. This includes the provision of a campus environment that is free from illegal discrimination and harassment, and applies to the recruitment, appointment, and promotion of persons in all employment groups.

This report presents employment activities at UNI. The data in this report are compiled according to Board of Regents, State of Iowa guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of October 1, 2008. The categories used for the job groupings are determined by federal guidelines. It is important to note that other reports generated for other University purposes will use different data sources, definitions, and groupings of employees. Care should be taken in attempts to compare data from this report with other UNI workforce reports.

**II. OVERVIEW.**

As of October 1, 2008, the UNI workforce totals 1881 employees. This includes 1018 (54.1%) female employees and 176 (9.4%) minority employees. One year ago, UNI employed 979 (53.7%) female employees and 164 (9.0%) minority employees. This represents a slight gain in employment of females, as well as a slight gain in the total employment of minority persons from 2007.

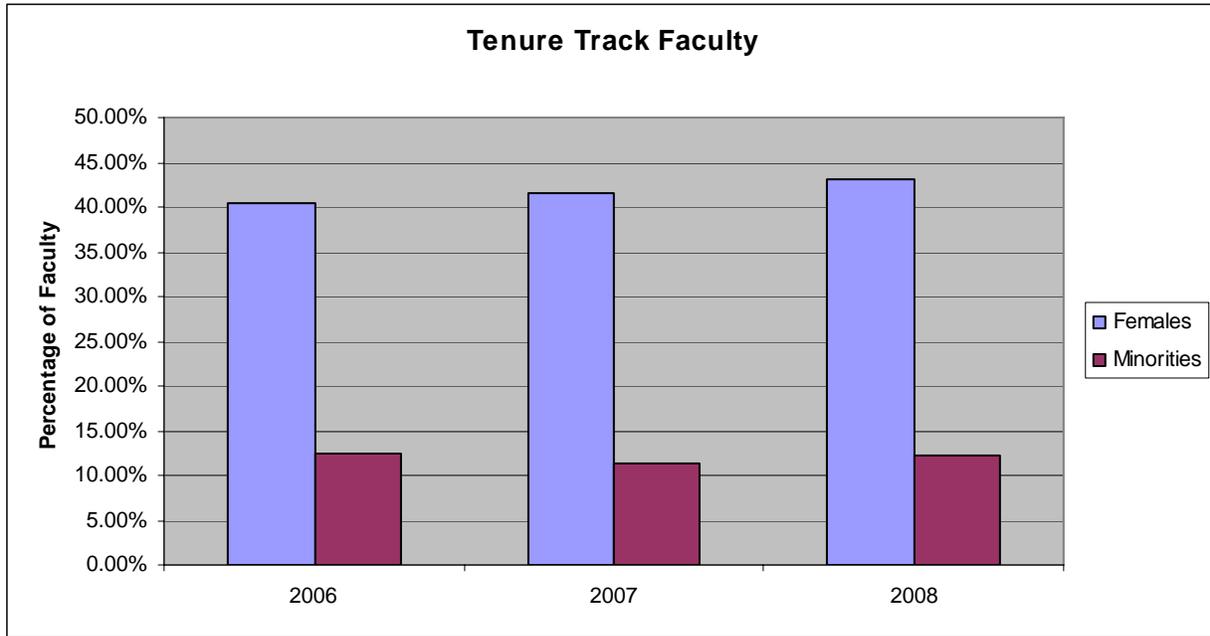
Five- and ten- year comparisons for the overall workforce show progress in female representation, but a consistent decline in the minority representation until this most recent gain noted above. Over the ten-year history, total employment numbers varied dramatically in response to budget fluctuations. The overall effect is a gain of 70 female employees at a rate of 7.4% overall growth over ten years. However, substantial ground was lost in minority employment with a total loss of 17 employees, moving from 10.6% of total employment in 1998 down to 9.4% in 2008.

The tenured and tenure track employee group employs a total of 545 employees. This represents a net decrease of 11 employees from one year ago. However, this group saw a gain of 13 female employees, and a gain of six (6) minority employees. This equates to 235 (43.1%) female representation and 67 (12.3%) minority representation in the tenured and tenure track group. This compares to 534 tenured and tenure track faculty in 2007, with 222 (41.6%) female faculty and 61 (11.4%) minority faculty.

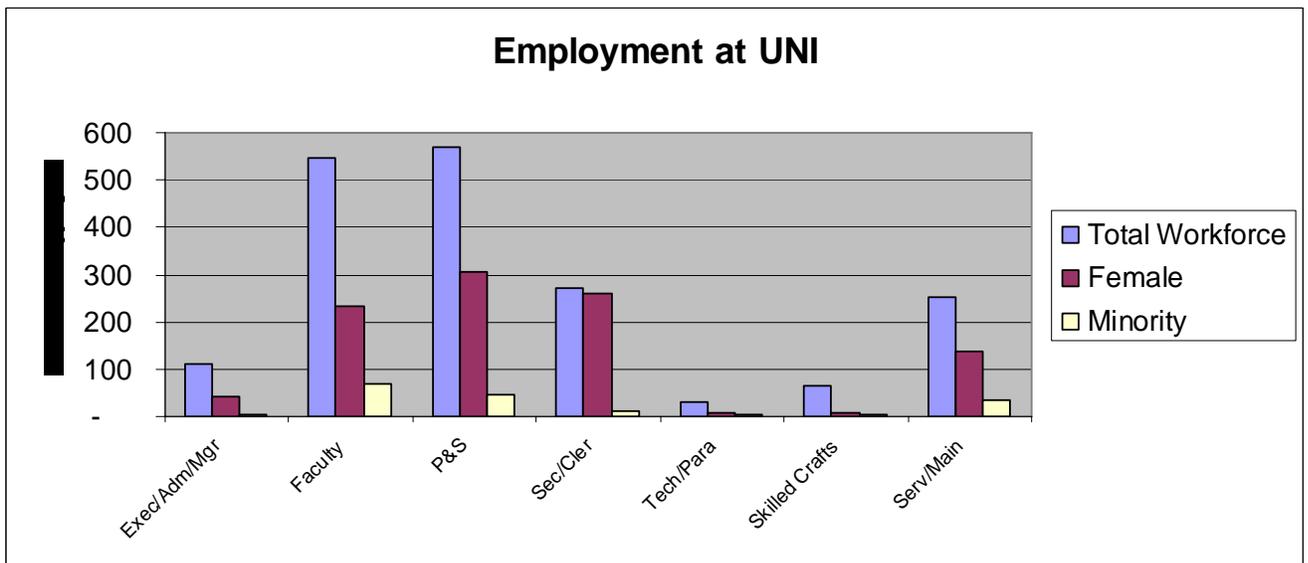
The five- and ten-year comparisons reflect a consistent and steady gain in females in the tenured

and tenure track faculty group although minority numbers have remained relatively static. While the overall number of employees in that job group has actually decreased by 16 employees (2.9%) over the past five years, female representation has increased by 3.2% and minority representation has remained relatively steady.

The following charts show the five- and ten-year comparisons of female and minority tenured and tenure track faculty at UNI for 1998, 2003 and 2008.



The following chart shows the current employment levels in each of the employment groups at UNI.



### III. 2007-08 HIRING ACTIVITY.

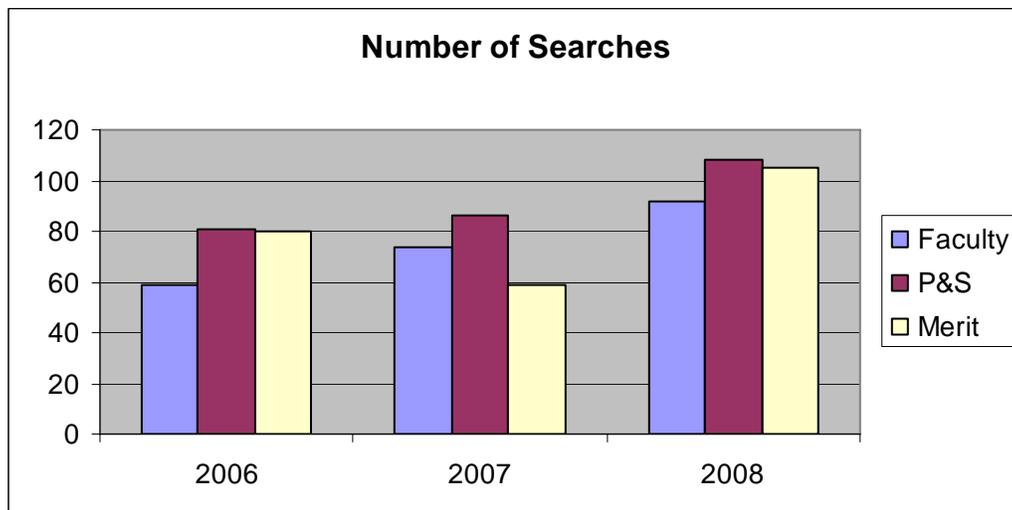
University-wide, 305 searches were initiated in the 2007-08 reporting period. 219 of those searches resulted in a hire. This represents a 39% increase in the total number of searches. The Professional and Scientific (P&S) and Merit groups had the largest amount of hiring activity.

Up 78% from last year's 59 Merit searches, a total of 105 Merit searches were conducted, resulting on 95 completed searches during 2007-08. Forty-two (42) or 40% of the hiring activity in the Merit System resulted in internal contract transfers or promotions. Fifty-seven (57) or 54% of the 105 searches resulted in new hires to the university. Of those 57 external hires, 35 (88%) were female and seven (7) (12%) were minority. The overall composition for employment groups encompassed in the Merit System stands at 66.9% female representation and 8.8% minority representation.

The P&S group has once again experienced the largest growth with a current employment level of 570 employees. This represents an 11.1% gain over five (5) years and a 34.8% gain over ten (10) years. The gain in female employees has kept pace with movement from 48.2% ten years ago to a current female P&S population of 53.9%. However, the increase in the number of minority employees did not reflect the overall increase in P&S employment. Even though a net gain of eight (8) minority employees was accomplished, the result was an overall loss in representation with a current P&S level of 7.9%, down from 8.7% ten years ago.

Faculty hiring increased during the 2007-08 period. Of a total 92 faculty searches, 34 searches were conducted for tenured and tenure track positions. An additional 30 searches were conducted for term and temporary faculty for a total of 64 faculty searches completed. Of the 64 hires, 36 (56%) were female and five (5) (8%) were minority.

The following chart helps to illustrate the numbers of searches over the last three years.



#### IV. 2007-08 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUPS.

The following table shows 2007-08 hiring goals for women and minorities by job groups. Actual numbers hired are shown in parentheses. Numbers do not reflect any losses experienced during the same time period.

<b>Employment Group</b>	2007-08 Goal		Achieved?	
	Female	Minority	Female	Minority
Executive/Administrative/Managerial	1	2	Yes (4)	No (0)
Faculty (Tenured and Tenure Track)	8	11	Yes (36)	No (5)
Professional/Scientific	5	3	Yes (55)	Yes (6)
Secretarial/Clerical	-	-	-	-
Technical/Paraprofessional	-	1	-	No (0)
Skilled Craft	-	-	-	-
Service/Maintenance	1	4	Yes (17)	No (3)
Total	15	21		

## V. PROGRAMS IN PLACE.

Affirmative Action at UNI is a shared responsibility. With the support of the President, the Vice Presidents, and the Office of Compliance and Equity Management, UNI will continue to hire faculty and staff in accordance with affirmative action principles and will consistently enforce federal guidelines established for educational institutions. The University relies heavily on its administrators and search committees to make affirmative action a priority in their hiring activity.

The Office of Compliance and Equity Management provides information, strategy, and support to departments in their recruitment and hiring activities. Each search is reviewed on an individual basis to determine the most appropriate method of recruitment for that particular vacancy. The development of these individualized recruiting strategies and the personal attention allows departments the opportunity to be creative in their outreach while adhering to equal opportunity and affirmative action hiring procedures.

UNI emphasizes the benefits of having a diverse work force. We believe that opportunity is the true value of affirmative action and that diversity remains a key component in strengthening excellence throughout the University. To that end, the Office of Compliance and Equity Management has been leading efforts designed to embed an appreciation for diversity into the core culture of the University. Working with a multitude of departments on campus, major strides have been made in terms of increasing the awareness of the importance and significance of diversity. Examples of such actions include a climate survey, collaboration with community leaders to identify opportunities, increased coordination of existing campus resources, promoting the diversity-related research and activity of individual faculty and staff, and expanded web access to multiple resources.

In fall 2006, the Diversity Matters web site was launched as a clearinghouse to promote the many diversity-minded activities, research, and resources available at UNI. In fall 2007, the Diversity Matters icon was placed on the main UNI web page to offer an immediate link to the Diversity Matters resources. The icon and link were also added to all divisional, college, and primary web sites. An employment link was added to the front page of the UNI site to offer a more welcoming presence to those considering employment at UNI. For administrators and search committees, additional tools and resources were added to the Hiring Toolkit found on the web site for the Office of Compliance and Equity Management.

The Office of Compliance and Equity Management partners with Iowa State University, University of Iowa, and numerous other Iowa universities, colleges, and community colleges in a statewide consortium dedicated to diversity in higher education. An outgrowth of that consortium is an annual summit focused on the recruitment and retention of diverse faculty and staff. Several UNI faculty, staff, and students attended the event in Dubuque in 2008. Plans are underway for the 2009 event to be held in Cedar Falls and hosted by UNI.

Additional recruitment tools and advertising locations continue to be sought and researched. As new ad locations are identified the information is added to the Office of Compliance and Equity Management web site. Members of departments and search committees also get involved in year-round recruitment at conferences, meetings, and other professional activities. Staff members from the Office of Compliance and Equity Management meet with search committees and departments to strategize on recruitment efforts in order to maximize the potential applicant pool.

UNI has also been actively enhancing their efforts of addressing the needs for persons with disabilities. The Office of Disability Services is now broken out into two separate offices, Student Disability Services and Faculty and Staff Disability Services. This separation provides for more specific services to each of the groups and has allowed services in both areas to be expanded. In addition, the Coordinating Committee for Disability Accommodations provides for campus-wide attention to providing accessibility and resources to persons with disabilities.

## **VI. 2008-09 HIRING GOALS BY EMPLOYMENT GROUP.**

UNI conducts an annual availability analysis to establish a benchmark against which the demographic composition of UNI's workforce may be compared to determine whether barriers to equal employment opportunity exist within particular job groups.

The availability analysis for each job group examines two potential areas of availability: individuals with the requisite skills outside the institution (external availability) and those within the institution who are promotable, transferable and/or trainable (internal availability). Recruitment areas vary by job group, but include a combination of national, state, and local census data, as well as internal feeder positions and reasonable paths of progression. Finally, where a job group is composed of different job titles that carry different availability rates, a composite availability figure is calculated and then weighted accordingly.

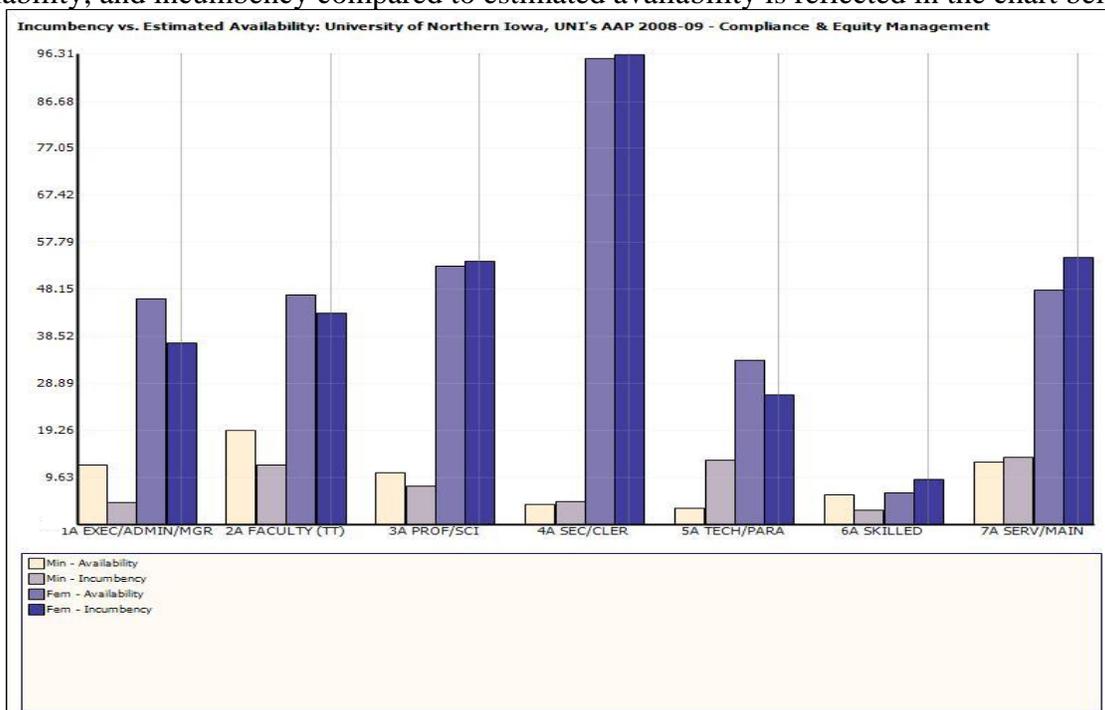
The representation of minorities and women in each job group is compared with the availability

analysis of the respective job group. Where actual representation is less than the calculated availability, a statistical test identifies whether the difference is greater than could reasonably be expected. The comparison of availability with actual representation (incumbency) is then reviewed for statistical significance. UNI establishes placement goals where the actual representation of women or minorities in a job group is less than would be reasonably expected based on calculated availability.

In establishing placement goals, the following principles are applied:

- When the percentage of minorities or women employed in a particular job group is less than would reasonably be expected given their availability percentage in that job group, UNI established a placement goal at least equal to the availability figure derived for women or minorities, as appropriate, for that job group.
- Placement goals are not quotas that must be met, nor are they to be considered as either a ceiling or a floor for the employment of particular groups.
- In all employment decisions, UNI makes selections in a nondiscriminatory manner. Placement goals do not provide a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status, on the basis of that individual's race, color, religion, sex, age, disability, veteran status, sexual orientation, or national origin.
- Placement goals do not create set-asides for specific groups, nor are they intended to achieve proportional representation or equal results.
- Placement goals are not used to supersede merit selection principles, nor do these placement goals require UNI to hire a person who lacks qualifications to perform the job successfully or hire a less-qualified person in preference to a more-qualified one.

The availability analyses by job group, taking into account both external and internal availability, and incumbency compared to estimated availability is reflected in the chart below.



The factors described previously are reflected in the goals established for the 2008-09 hiring

year, as well as five-year goals, as shown in the following table.

<b>Employment Group</b>	2008-09 Goals		Five Year Goals/2012-13	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial	2	2	8	9
Faculty (Tenured and Tenure Track)	8	6	38	29
Professional/Scientific	3	0*	15	0*
Secretarial/Clerical	0*	0*	0*	0*
Technical/Paraprofessional	0*	1	0	2
Skilled Craft	1	0*	1	0
Service/Maintenance	0*	0*	0	0
Total	14	9	62	40

\*The fact that a numerical goal is not indicated is not to be interpreted as UNI being relieved of any commitment toward furthering our goal of a diverse workforce.

## UNIVERSITY OF NORTHERN IOWA

POA GROUP	September 30, 1998					September 30, 2003					September 30, 2008				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	100	26	26.0%	7	7.0%	99	28	28.3%	6	6.1%	110	41	37.3%	5	4.5%
Faculty: Tenure Track	547	214	39.1%	68	12.4%	561	224	39.9%	68	12.1%	545	235	43.1%	67	12.3%
Faculty: Non-Tenure Track	92	54	58.7%	11	12.0%	126	82	65.1%	8	6.3%	39	22	56.4%	5	12.8%
Professional and Scientific	423	204	48.2%	37	8.7%	513	275	53.6%	47	9.2%	570	307	53.9%	45	7.9%
Secretarial/Clerical	298	291	97.7%	16	5.4%	307	296	96.4%	14	4.6%	271	261	96.3%	13	4.8%
Technical/Paraprofessional	24	11	45.8%	2	8.3%	25	10	40.0%	5	20.0%	30	8	26.7%	4	13.3%
Skilled Crafts	94	5	5.3%	7	7.4%	77	5	6.5%	4	5.2%	64	6	9.4%	2	3.1%
Service/Maintenance	250	143	57.2%	45	18.0%	239	134	56.1%	35	14.6%	252	138	54.8%	35	13.9%
<b>TOTALS</b>	<b>1,828</b>	<b>948</b>	<b>51.9%</b>	<b>193</b>	<b>10.6%</b>	<b>1,947</b>	<b>1,054</b>	<b>54.1%</b>	<b>187</b>	<b>9.6%</b>	<b>1,881</b>	<b>1,018</b>	<b>54.1%</b>	<b>176</b>	<b>9.4%</b>

**AFFIRMATIVE ACTION REVENUES AND EXPENDITURES  
FY 2008**

Department Name: Board of Regents  
 Person Completing Report: Marcia Brunson  
 E-mail Address: [mbruns@iastate.edu](mailto:mbruns@iastate.edu)

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
<b>REVENUES</b>				
<b>STATE APPROPRIATIONS</b>				
General Fund			273,875	273,875
Other				-
<b>OTHER REVENUES</b>				
Federal Support				-
Interest				-
Tuition and Fees				-
Reimb. Indirect Costs				-
Sales and Services				-
Other Income				-
<b>TOTAL REVENUES</b>	-	-	273,875	273,875
<b>EXPENDITURES</b>				
Fac. & Inst. Off. Salaries				-
Prof. & Sci. Staff Salaries			175,411	175,411
General Service Staff Salaries			52,597	52,597
Hourly Wages			7,183	7,183
Labor in Transfers				-
Vacancy Factor				-
Subtotal - Salaries	-	-	235,191	235,191
Prof. And Scientific Supplies			38,684	38,684
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	-	-	38,684	38,684
<b>Total</b>	-	-	273,875	273,875

**Iowa School for the Deaf  
Annual Diversity Report  
October 1, 2007 – September 30, 2008**

The Iowa School for the Deaf employed 137 full-time and part-time employees on September 30, 2008. There is no change in the total number of employees since September 30, 2007.

The September 30, 2008 breakdown of ISD employees compared to September 30, 2007, is as follows:

CATEGORY	#EMPLOYEES		%OF POPULATION		2008 % CHANGE
	2008	2007	2008	2007	
<b>Male-Majority</b>	33	32	24.1%	23.4%	+0.7%
<b>Female-Majority</b>	96	97	70.1%	70.8%	-0.7%
<b>Male-Minority</b>	6	5	4.4%	3.6%	+0.8%
<b>Female-Minority</b>	2	3	1.5%	2.2%	-0.7%

The following are the goals ISD established for the October 1, 2007, to September 30, 2008 period:

**Iowa School for the Deaf  
Affirmative Action Hiring Goals  
October 1, 2007 – September 30, 2008**

Category	Projected Vacancies	Female Majority	Female Minority	Male Minority
Exec/Adm/Mgmt				
Faculty-Tenured				
Faculty-Non-Tenured	1			
Professional/Scientific	1			1
Secretarial/Clerical				
Tech/Paraprofessional	2			
Skilled Crafts	1			
Service/Maintenance				

**Executive/Administrative/Managerial:**

This group remained unchanged from last year.

**Faculty Tenure Track:**

There are no employees in the Faculty-Tenured Track. This is unchanged from the previous year.

**Faculty Non-Tenure Track:**

This group remained unchanged from last year.

**Professional and Scientific:**

We had a goal to hire a male minority member in this category. This goal was not met. Three female majority employees vacated P&S positions.

Three majority female were added to this category.

**Secretarial/Clerical:**

This group is unchanged from last year.

**Technical/Paraprofessional:**

This area did decrease by three female majority and one female minority employees. We were able to hire one male majority, one male minority, and two female majority employees, which maintained the number of minority employees in this category.

**Skilled Crafts:**

This group was unchanged from last year.

**Service Maintenance:**

There was no change to this group during the year.

**Summary:**

The Iowa School for the Deaf established one affirmative action goal for the October 1, 2007 – September 30, 2008 time period. One goal was to add a male minority to the Professional and Scientific category. This goal was met.

## IOWA BRAILLE AND SIGHT SAVING SCHOOL

POA GROUP	September 30, 1998					September 30, 2003					September 30, 2008				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	4	1			0.0%	5	3			0.0%	4	2			0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	32	26			0.0%	40	30			0.0%	34	26			
Professional and Scientific	7	4			0.0%	8	5			0.0%	8	7			0.0%
Secretarial/Clerical	9	9			0.0%	7	7			0.0%	4	4			0.0%
Technical/Paraprofessional	36	35			0.0%	29	27			0.0%	19	17			0.0%
Skilled Crafts															
Service/Maintenance	12	6			0.0%	18	9			0.0%	19	6		1	5.3%
<b>TOTALS</b>	<b>100</b>	<b>81</b>	<b>81.0%</b>	<b>-</b>	<b>0.0%</b>	<b>107</b>	<b>81</b>	<b>75.7%</b>	<b>-</b>	<b>0.0%</b>	<b>88</b>	<b>62</b>	<b>70.5%</b>	<b>1</b>	<b>1.1%</b>

**Iowa Braille and Sight Saving School**  
**DIVERSITY ANNUAL REPORT**  
**October 1, 2007 - September 30, 2008**

The Iowa Braille and Sight Saving School continues to offer equal employment opportunities regardless of race, color, sex, national origin, religion, age, physical, or mental disabilities to all qualified applicants. The school practices affirmative action in its programs, procurement and employment practices. The Iowa Braille School also continues to be in compliance with Section 504. See Appendix A.

The Iowa Braille School continues to address the implementation of the Task Force recommendations, especially in the key area to develop and implement a comprehensive professional development plan that will provide all Iowa service providers, including the IBSSS faculty and staff, with the knowledge and skills needed to contribute effectively to the continuous improvement of services to children who are blind or visually impaired and their families. Annually school employees are required to complete training in Exposure to Bloodborne Pathogens and other Infectious Diseases. Mandatory reporter training is required in compliance with child abuse reporting policy and procedure. Systems of Intervention training is provided for targeted staff to ensure student and staff safety. Para-educators are encouraged to complete the state certification for paraprofessionals. Para-educators must bring certification of completion of a 32 semester disabilities program or its equivalent as a minimum entry qualification. A professional classification continues to be in place allowing the school to employ professionals to work directly with students in the dormitory setting. Faculty members are encouraged to seek additional certifications in orientation and mobility, vision, and consulting. The school is also providing leadership in presenting Quality Programs for the Visually Impaired (QPVI), a program designed to improve the teaching that students receive. QPVI is offered in the AEAs and on-campus. Professional staff development is provided for teachers throughout the state through weekend conferences and ICN sessions. An example is the Fall Vision Conference, co-sponsored by the Iowa Braille School and the Department of Education.

As of September 30, 2008, there were 88 permanent employees, up from 81 employees in 2007. Of the 88 permanent employees, 62 are female, 87 are Caucasian, and one female is Hispanic. We have not asked our staff to disclose any physical disabilities. Three Teachers of the Visually Impaired are themselves blind or visually impaired. Two are female and one is male. One male technical staff member is also visually impaired. Retention of female staff is not a problem for the school.

The growth in number of staff from 2007 to 2008 is attributable to the hiring of specialty area consultants, the hiring of additional staff to provide more efficient and effective services to Iowa children, and also to the employment by the Iowa Braille School of staff contracted to the state's Area Education Agencies. Continued growth in faculty numbers is expected as Area Education Agencies (AEAs) continue to contract with the Iowa Braille School to expand services to children who are blind or visually impaired.

A goal was set for the 07/08 year of hiring one minority staff. The goal was not met. In previous years, efforts to recruit minority candidates have included the use of the Internet and the listing of positions both in national publications and with Iowa Workforce Development. Positions are also posted in Cedar Rapids at the Jane Boyd Community House and the Catherine McAuley Center and in Waterloo at the Martin Luther King, Jr. Center.

Although we have used the resources available to us to recruit minorities, we have been unable to attract a pool of minority applicants. The school's application continues to include an optional information sheet where candidates may choose to self-identify race, sex and/or disability. Many applicants choose not to complete this information. The economics of commuting appear to affect the application pool for on-campus positions. The lack of a support base in the community of Vinton itself for living arrangements is also a problem in recruiting both professional and paraprofessional applicants.

The school is a strong proponent of diversity and we desire to have a diverse staff. As we have employment opportunities, we will continue to try to create a more diverse workforce. We are particularly hopeful about our recruitment relationship with Kirkwood Community College as a source for finding qualified paraprofessional candidates, both minorities and males as well as female candidates.

Through collaborative efforts with the Board of Regents, the Iowa Braille School and the University of Northern Iowa (UNI), the university now has a master's level teacher preparation program in preparing Teachers of the Visually Impaired. This has created the opportunity to recruit minorities from Iowa to the teacher training program. This may have a long-range impact in the ability to produce and employ Teachers of the Visually Impaired of a diverse background.

As the school continues to carryout Task Force recommendations regarding improved efficiency and effectiveness, staff will be redirected in their work assignments and we anticipate continued need for the creation of new roles for faculty and / or professionals. The following chart, notes the Diversity Goals of the Iowa Braille School projected for the period of October 1, 2008 through September 30, 2009.

**DIVERSITY ACTION GOALS**  
**October 1, 2007 - September 30, 2008**

IBSSS	Number of Projected <u>Vacancies</u>	Numerical Goals:	
		<u>Women</u>	<u>Minorities</u>
01 Exec/Admin/Mgr	1	0	1
02 Faculty	2	0	0
04 Professional	0	0	0
05 Secretarial/Clerical	0	0	0
06 Technical/Paraprofessionals	0	0	0
07 Skilled Crafts	not applicable (not using )		
<u>08 Service/Maintenance</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>TOTAL</b>	<b>3</b>	<b>0</b>	<b>1</b>

APPENDIX A: Section 504 Compliance

EQUAL EDUCATIONAL OPPORTUNITY FOR STUDENTS  
AT THE IOWA BRAILLE SCHOOL

The Iowa Braille School will not discriminate in its educational activities on the basis of: race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status.

The Iowa Braille School requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The Iowa Braille School is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status. Further, Iowa Braille School affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Legal Reference: 20 U.S.C. §§ 1221 et seq. (1988).  
20 U.S.C. §§ 1681 et seq. (1988).  
20 U.S.C. §§ 1701 et seq. (1988).  
42 U.S.C. §§ 12101 et seq. (Supp. 1990).  
34 C.F.R. Pt. 100 (1993).  
Iowa Code §§ 216.9; 256.11, .11A; 280.3 (1995).  
281 I.A.C. 12.

## SECTION 504 NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the Iowa Braille School are hereby notified that this school does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status in admission or access to, or treatment in, its programs and activities. Any person having inquiries concerning the school's compliance with the regulations implementing Title VI, Title VII, Title IX, the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

Superintendent  
Iowa Braille School  
Old Main, Room 130  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221, ext. 1132

OR

Director of Human Resources  
Iowa Braille School  
Old Main, Room 107  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221, ext. 1107

who have been designated by the school to coordinate the school's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the IDEA, the ADA, § 504 and Iowa Code 280.3.

## GRIEVANCE PROCEDURE

Grievances based upon claims of discrimination based upon disability pursuant to §504 shall follow the procedures set forth in §3.30 of the Iowa Braille School Employee Handbook, with the §504 Coordinator taking the place of the Affirmative Action Officer.

(See Attachment A; §3.30 Grievance Procedure Under Affirmative Action: Race, Color, National Origin, Religion, Sex, Sexual Orientation, Gender Identity, Age, Marital Status or Disability, Title IX, Sexual Harassment)

In addition to or instead of the grievance procedures, students and their parents may also have a right to pursue an impartial hearing.

GRIEVANCE FORM FOR COMPLAINTS OF DISCRIMINATION  
OR NON-COMPLIANCE WITH FEDERAL OR STATE REGULATIONS  
REQUIRING NON-DISCRIMINATION

Date(s) of incident: \_\_\_\_\_

Person(s) involved:

Describe the incident or occurrence as accurately as possible:  
(Attach additional sheets if necessary)

State the law, policy, or regulation violated, if known:

Specify the relief being sought:

Signature \_\_\_\_\_ Today's date \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_

If Student, Name \_\_\_\_\_ Grade Level \_\_\_\_\_

GRIEVANCE DOCUMENTATION: FINDINGS AND RECOMMENDATIONS

Name of Individual Alleging Discrimination or Non-Compliance

Name \_\_\_\_\_

Date formal grievance was filed \_\_\_\_\_

Attach a copy of the grievance.

Hearing Committee Findings and Recommendations:

- 1) State the validity of the grievance or complaint;
- 2) whether the grievant was indeed wronged and if so, to what degree;
- 3) statement as to the appropriateness of the relief sought by the grievant

Signature of Affirmative Action Officer  
or of §504 Coordinator

\_\_\_\_\_ / \_\_\_\_\_

(date)

Disposition of the Grievance: The Affirmative Action Officer or §504 Coordinator shall submit committee findings and recommendations to the Superintendent for final action within five days of the close of the hearing. In the event the Superintendent is indicated in the Committee's proceedings, the Committee's findings, without recommendations, shall be forwarded to the President of the Board of Regents.

The Superintendent shall render a written decision within twenty-five (25) days of receipt of the Hearing Committee recommendations. The decision shall be mailed by ordinary mail or delivered to the Hearing Committee members, and to both parties to the grievance and their advisors.

## SECTION 504 STUDENT AND PARENTAL RIGHTS

The Iowa Braille School does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- participation of your child in school programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- receipt of free educational services to the extent they are provided students without disabilities;
- receipt of information about your child and your child's educational programs and activities in your native language;
- notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school's compliance with the regulations implementing Title VI, Title IX, the IDEA, the American's with Disabilities Act (ADA), § 504 or Iowa Code §280.3 should be directed to:

Superintendent  
Iowa Braille School  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221,ext. 1132

OR

Director of Human Resources  
Iowa Braille School  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221,ext. 1107

who have been designated by the school to coordinate the school's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and Iowa Code 280.3.

## IMPARTIAL HEARING PROCEDURE

Hearings under this procedure are available with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap need, or are believed to need, special instruction or related services.

1. A hearing is requested by filing a written request with either of the §504 Coordinators.
2. The §504 Coordinator will arrange for a hearing officer.
3. Either the §504 Coordinator or the hearing officer shall give notice of the time and place of the hearing at least 10 calendar days in advance of the hearing.
4. The student's parent or guardian shall have the right to participate in the hearing and all parties shall have the right to be represented by counsel, at their own expense.
5. A request for continuance may be made by either party to the hearing officer.
6. At least seven calendar days before the hearing, the hearing officer shall hold a telephone conference with the parties, and their counsel or representatives, to clarify issues, discuss procedure and address any other matters relevant to the hearing.
7. At least five calendar days before the hearing, each party shall provide to the other party a copy of the exhibits they intend to use at the hearing and a list of witnesses they intend to call.
8. The hearing shall be closed to the public unless a written waiver is signed by the parent or guardian of the student involved.
9. The hearing shall be an informal rather than formal judicial procedure. The party requesting the hearing shall proceed first. Both parties shall have the right to present evidence and argument on all issues involved and to challenge and cross-examine any statement made by others and to present evidence in rebuttal.
10. The hearing shall be recorded by either mechanized means or by certified court reporter.
11. The hearing officer's decision shall be based upon substantial evidence which is such evidence a reasonable mind would find adequate to reach the decision made.
12. The parties or their representatives shall not communicate directly or indirectly in connection with any issue of fact or law with the hearing officer except upon notice and opportunity for all parties to participate.
13. The decision of the hearing officer shall be in writing and shall be mailed to all parties, or their counsel or representative within 15 calendar days following the close of the record.
14. Either party who is aggrieved by the decision of the hearing officer shall have a right to seek review of that decision to the Board of Regents by giving written notice to the Executive Director of the Board within seven calendar days of the date of the hearing officer decision is issued.
15. The Executive Director shall docket the request for review for consideration by the Board as soon as practicable. The Board may, in its discretion, grant or deny the request for review. If the Board grants the request for review on the merits, it shall then determine in its sole discretion whether or not to hold a further hearing and otherwise specify the procedure to be followed. The Executive Director shall promptly notify the person requesting review and the school in writing of the Board's decision.
16. The decision of the Board is final and judicial review as permitted by law may then follow.

Iowa School for the Deaf believes it is important to have a diverse group of employees on our campus. As an education facility for deaf and hard of hearing children, deaf and hard of hearing staff members are also very important. Traditionally, it has been difficult to recruit deaf professionals to this area of the country. Three of our seven new hires during this year are deaf or hard of hearing. 19.7 percent of our current employees are deaf. This is an increase over the previous year.

The number of minority employees stayed the same this year. ISD will continue to work for applicant pools which represent a diverse cross-section of the population and to ensure all applicants are considered fairly.

Recruiting efforts for ISD positions center around the Omaha/Council Bluffs area for the non-exempt positions. For vacancies in our executive, teaching, and professional positions, we do nation-wide searches. Routinely, we list positions with the Iowa Workforce, Nebraska Job Service, local and regional newspapers. Additionally, we have contacted local Area Educational Associations, deaf schools, several deaf related internet sites, colleges that offer programs which match our needs, journals, sign language interpreter registries, and employee referrals. The ISD web-site has been successful in announcing vacancies to a wider population. This web-site and the deaf related internet publications greatly assist us in reaching the highly specialized professional employees we need. However, there is still an extremely limited pool for these positions.

**Iowa School for the Deaf  
Affirmative Action Hiring Goals  
October 1, 2008 – September 30, 2009**

<b>Category</b>	Projected Vacancies	Female Majority	Female Minority	Male Minority
Exec/Adm/Mgmt				
Faculty-Tenured				
Faculty-Non-Tenured	1			
Professional/Scientific	1			
Secretarial/Clerical				
Tech/Paraprofessional	2		1	
Skilled Crafts	1			
Service/Maintenance				

ISD will continue to utilize and enhance all the recruiting efforts currently established. We are also hopeful that the ISD website will continue to be an important recruiting tool. We have also done some campus visits to build contacts and relationships with universities which train professionals to work in deaf education. Hosting deaf education student teachers and practicum students assists us in making contacts with recent graduates in the field.

## IOWA BRAILLE AND SIGHT SAVING SCHOOL

POA GROUP	September 30, 1998					September 30, 2003					September 30, 2008				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	4	1			0.0%	5	3			0.0%	4	2			0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	32	26			0.0%	40	30			0.0%	34	26			
Professional and Scientific	7	4			0.0%	8	5			0.0%	8	7			0.0%
Secretarial/Clerical	9	9			0.0%	7	7			0.0%	4	4			0.0%
Technical/Paraprofessional	36	35			0.0%	29	27			0.0%	19	17			0.0%
Skilled Crafts															
Service/Maintenance	12	6			0.0%	18	9			0.0%	19	6		1	5.3%
<b>TOTALS</b>	<b>100</b>	<b>81</b>	<b>81.0%</b>	<b>-</b>	<b>0.0%</b>	<b>107</b>	<b>81</b>	<b>75.7%</b>	<b>-</b>	<b>0.0%</b>	<b>88</b>	<b>62</b>	<b>70.5%</b>	<b>1</b>	<b>1.1%</b>

**Iowa Braille and Sight Saving School**  
**DIVERSITY ANNUAL REPORT**  
**October 1, 2007 - September 30, 2008**

The Iowa Braille and Sight Saving School continues to offer equal employment opportunities regardless of race, color, sex, national origin, religion, age, physical, or mental disabilities to all qualified applicants. The school practices affirmative action in its programs, procurement and employment practices. The Iowa Braille School also continues to be in compliance with Section 504. See Appendix A.

The Iowa Braille School continues to address the implementation of the Task Force recommendations, especially in the key area to develop and implement a comprehensive professional development plan that will provide all Iowa service providers, including the IBSSS faculty and staff, with the knowledge and skills needed to contribute effectively to the continuous improvement of services to children who are blind or visually impaired and their families. Annually school employees are required to complete training in Exposure to Bloodborne Pathogens and other Infectious Diseases. Mandatory reporter training is required in compliance with child abuse reporting policy and procedure. Systems of Intervention training is provided for targeted staff to ensure student and staff safety. Para-educators are encouraged to complete the state certification for paraprofessionals. Para-educators must bring certification of completion of a 32 semester disabilities program or its equivalent as a minimum entry qualification. A professional classification continues to be in place allowing the school to employ professionals to work directly with students in the dormitory setting. Faculty members are encouraged to seek additional certifications in orientation and mobility, vision, and consulting. The school is also providing leadership in presenting Quality Programs for the Visually Impaired (QPVI), a program designed to improve the teaching that students receive. QPVI is offered in the AEAs and on-campus. Professional staff development is provided for teachers throughout the state through weekend conferences and ICN sessions. An example is the Fall Vision Conference, co-sponsored by the Iowa Braille School and the Department of Education.

As of September 30, 2008, there were 88 permanent employees, up from 81 employees in 2007. Of the 88 permanent employees, 62 are female, 87 are Caucasian, and one female is Hispanic. We have not asked our staff to disclose any physical disabilities. Three Teachers of the Visually Impaired are themselves blind or visually impaired. Two are female and one is male. One male technical staff member is also visually impaired. Retention of female staff is not a problem for the school.

The growth in number of staff from 2007 to 2008 is attributable to the hiring of specialty area consultants, the hiring of additional staff to provide more efficient and effective services to Iowa children, and also to the employment by the Iowa Braille School of staff contracted to the state's Area Education Agencies. Continued growth in faculty numbers is expected as Area Education Agencies (AEAs) continue to contract with the Iowa Braille School to expand services to children who are blind or visually impaired.

A goal was set for the 07/08 year of hiring one minority staff. The goal was not met. In previous years, efforts to recruit minority candidates have included the use of the Internet and the listing of positions both in national publications and with Iowa Workforce Development. Positions are also posted in Cedar Rapids at the Jane Boyd Community House and the Catherine McAuley Center and in Waterloo at the Martin Luther King, Jr. Center.

Although we have used the resources available to us to recruit minorities, we have been unable to attract a pool of minority applicants. The school's application continues to include an optional information sheet where candidates may choose to self-identify race, sex and/or disability. Many applicants choose not to complete this information. The economics of commuting appear to affect the application pool for on-campus positions. The lack of a support base in the community of Vinton itself for living arrangements is also a problem in recruiting both professional and paraprofessional applicants.

The school is a strong proponent of diversity and we desire to have a diverse staff. As we have employment opportunities, we will continue to try to create a more diverse workforce. We are particularly hopeful about our recruitment relationship with Kirkwood Community College as a source for finding qualified paraprofessional candidates, both minorities and males as well as female candidates.

Through collaborative efforts with the Board of Regents, the Iowa Braille School and the University of Northern Iowa (UNI), the university now has a master's level teacher preparation program in preparing Teachers of the Visually Impaired. This has created the opportunity to recruit minorities from Iowa to the teacher training program. This may have a long-range impact in the ability to produce and employ Teachers of the Visually Impaired of a diverse background.

As the school continues to carryout Task Force recommendations regarding improved efficiency and effectiveness, staff will be redirected in their work assignments and we anticipate continued need for the creation of new roles for faculty and / or professionals. The following chart, notes the Diversity Goals of the Iowa Braille School projected for the period of October 1, 2008 through September 30, 2009.

**DIVERSITY ACTION GOALS**  
**October 1, 2007 - September 30, 2008**

IBSSS	Number of Projected <u>Vacancies</u>	Numerical Goals:	
		<u>Women</u>	<u>Minorities</u>
01 Exec/Admin/Mgr	1	0	1
02 Faculty	2	0	0
04 Professional	0	0	0
05 Secretarial/Clerical	0	0	0
06 Technical/Paraprofessionals	0	0	0
07 Skilled Crafts	not applicable (not using )		
<u>08 Service/Maintenance</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>TOTAL</b>	<b>3</b>	<b>0</b>	<b>1</b>

APPENDIX A: Section 504 Compliance

EQUAL EDUCATIONAL OPPORTUNITY FOR STUDENTS  
AT THE IOWA BRAILLE SCHOOL

The Iowa Braille School will not discriminate in its educational activities on the basis of: race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status.

The Iowa Braille School requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The Iowa Braille School is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status. Further, Iowa Braille School affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Legal Reference: 20 U.S.C. §§ 1221 et seq. (1988).  
20 U.S.C. §§ 1681 et seq. (1988).  
20 U.S.C. §§ 1701 et seq. (1988).  
42 U.S.C. §§ 12101 et seq. (Supp. 1990).  
34 C.F.R. Pt. 100 (1993).  
Iowa Code §§ 216.9; 256.11, .11A; 280.3 (1995).  
281 I.A.C. 12.

## SECTION 504 NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the Iowa Braille School are hereby notified that this school does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status in admission or access to, or treatment in, its programs and activities. Any person having inquiries concerning the school's compliance with the regulations implementing Title VI, Title VII, Title IX, the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

Superintendent  
Iowa Braille School  
Old Main, Room 130  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221, ext. 1132

OR

Director of Human Resources  
Iowa Braille School  
Old Main, Room 107  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221, ext. 1107

who have been designated by the school to coordinate the school's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the IDEA, the ADA, § 504 and Iowa Code 280.3.

## GRIEVANCE PROCEDURE

Grievances based upon claims of discrimination based upon disability pursuant to §504 shall follow the procedures set forth in §3.30 of the Iowa Braille School Employee Handbook, with the §504 Coordinator taking the place of the Affirmative Action Officer.

(See Attachment A; §3.30 Grievance Procedure Under Affirmative Action: Race, Color, National Origin, Religion, Sex, Sexual Orientation, Gender Identity, Age, Marital Status or Disability, Title IX, Sexual Harassment)

In addition to or instead of the grievance procedures, students and their parents may also have a right to pursue an impartial hearing.

GRIEVANCE FORM FOR COMPLAINTS OF DISCRIMINATION  
OR NON-COMPLIANCE WITH FEDERAL OR STATE REGULATIONS  
REQUIRING NON-DISCRIMINATION

Date(s) of incident: \_\_\_\_\_

Person(s) involved:

Describe the incident or occurrence as accurately as possible:  
(Attach additional sheets if necessary)

State the law, policy, or regulation violated, if known:

Specify the relief being sought:

Signature \_\_\_\_\_ Today's date \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_

If Student, Name \_\_\_\_\_ Grade Level \_\_\_\_\_

GRIEVANCE DOCUMENTATION: FINDINGS AND RECOMMENDATIONS

Name of Individual Alleging Discrimination or Non-Compliance

Name \_\_\_\_\_

Date formal grievance was filed \_\_\_\_\_

Attach a copy of the grievance.

Hearing Committee Findings and Recommendations:

- 1) State the validity of the grievance or complaint;
- 2) whether the grievant was indeed wronged and if so, to what degree;
- 3) statement as to the appropriateness of the relief sought by the grievant

Signature of Affirmative Action Officer  
or of §504 Coordinator

\_\_\_\_\_ / \_\_\_\_\_

(date)

Disposition of the Grievance: The Affirmative Action Officer or §504 Coordinator shall submit committee findings and recommendations to the Superintendent for final action within five days of the close of the hearing. In the event the Superintendent is indicated in the Committee's proceedings, the Committee's findings, without recommendations, shall be forwarded to the President of the Board of Regents.

The Superintendent shall render a written decision within twenty-five (25) days of receipt of the Hearing Committee recommendations. The decision shall be mailed by ordinary mail or delivered to the Hearing Committee members, and to both parties to the grievance and their advisors.

## SECTION 504 STUDENT AND PARENTAL RIGHTS

The Iowa Braille School does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- participation of your child in school programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- receipt of free educational services to the extent they are provided students without disabilities;
- receipt of information about your child and your child's educational programs and activities in your native language;
- notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school's compliance with the regulations implementing Title VI, Title IX, the IDEA, the American's with Disabilities Act (ADA), § 504 or Iowa Code §280.3 should be directed to:

Superintendent  
Iowa Braille School  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221,ext. 1132

OR

Director of Human Resources  
Iowa Braille School  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221,ext. 1107

who have been designated by the school to coordinate the school's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and Iowa Code 280.3.

## IMPARTIAL HEARING PROCEDURE

Hearings under this procedure are available with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap need, or are believed to need, special instruction or related services.

1. A hearing is requested by filing a written request with either of the §504 Coordinators.
2. The §504 Coordinator will arrange for a hearing officer.
3. Either the §504 Coordinator or the hearing officer shall give notice of the time and place of the hearing at least 10 calendar days in advance of the hearing.
4. The student's parent or guardian shall have the right to participate in the hearing and all parties shall have the right to be represented by counsel, at their own expense.
5. A request for continuance may be made by either party to the hearing officer.
6. At least seven calendar days before the hearing, the hearing officer shall hold a telephone conference with the parties, and their counsel or representatives, to clarify issues, discuss procedure and address any other matters relevant to the hearing.
7. At least five calendar days before the hearing, each party shall provide to the other party a copy of the exhibits they intend to use at the hearing and a list of witnesses they intend to call.
8. The hearing shall be closed to the public unless a written waiver is signed by the parent or guardian of the student involved.
9. The hearing shall be an informal rather than formal judicial procedure. The party requesting the hearing shall proceed first. Both parties shall have the right to present evidence and argument on all issues involved and to challenge and cross-examine any statement made by others and to present evidence in rebuttal.
10. The hearing shall be recorded by either mechanized means or by certified court reporter.
11. The hearing officer's decision shall be based upon substantial evidence which is such evidence a reasonable mind would find adequate to reach the decision made.
12. The parties or their representatives shall not communicate directly or indirectly in connection with any issue of fact or law with the hearing officer except upon notice and opportunity for all parties to participate.
13. The decision of the hearing officer shall be in writing and shall be mailed to all parties, or their counsel or representative within 15 calendar days following the close of the record.
14. Either party who is aggrieved by the decision of the hearing officer shall have a right to seek review of that decision to the Board of Regents by giving written notice to the Executive Director of the Board within seven calendar days of the date of the hearing officer decision is issued.
15. The Executive Director shall docket the request for review for consideration by the Board as soon as practicable. The Board may, in its discretion, grant or deny the request for review. If the Board grants the request for review on the merits, it shall then determine in its sole discretion whether or not to hold a further hearing and otherwise specify the procedure to be followed. The Executive Director shall promptly notify the person requesting review and the school in writing of the Board's decision.
16. The decision of the Board is final and judicial review as permitted by law may then follow.

**Iowa School for the Deaf  
Annual Diversity Report  
October 1, 2007 – September 30, 2008**

The Iowa School for the Deaf employed 137 full-time and part-time employees on September 30, 2008. There is no change in the total number of employees since September 30, 2007.

The September 30, 2008 breakdown of ISD employees compared to September 30, 2007, is as follows:

CATEGORY	#EMPLOYEES		%OF POPULATION		2008 % CHANGE
	2008	2007	2008	2007	
<b>Male-Majority</b>	33	32	24.1%	23.4%	+0.7%
<b>Female-Majority</b>	96	97	70.1%	70.8%	-0.7%
<b>Male-Minority</b>	6	5	4.4%	3.6%	+0.8%
<b>Female-Minority</b>	2	3	1.5%	2.2%	-0.7%

The following are the goals ISD established for the October 1, 2007, to September 30, 2008 period:

**Iowa School for the Deaf  
Affirmative Action Hiring Goals  
October 1, 2007 – September 30, 2008**

Category	Projected Vacancies	Female Majority	Female Minority	Male Minority
Exec/Adm/Mgmt				
Faculty-Tenured				
Faculty-Non-Tenured	1			
Professional/Scientific	1			1
Secretarial/Clerical				
Tech/Paraprofessional	2			
Skilled Crafts	1			
Service/Maintenance				

**Executive/Administrative/Managerial:**

This group remained unchanged from last year.

**Faculty Tenure Track:**

There are no employees in the Faculty-Tenured Track. This is unchanged from the previous year.

**Faculty Non-Tenure Track:**

This group remained unchanged from last year.

**Professional and Scientific:**

We had a goal to hire a male minority member in this category. This goal was not met. Three female majority employees vacated P&S positions.

Three majority female were added to this category.

**Secretarial/Clerical:**

This group is unchanged from last year.

**Technical/Paraprofessional:**

This area did decrease by three female majority and one female minority employees. We were able to hire one male majority, one male minority, and two female majority employees, which maintained the number of minority employees in this category.

**Skilled Crafts:**

This group was unchanged from last year.

**Service Maintenance:**

There was no change to this group during the year.

**Summary:**

The Iowa School for the Deaf established one affirmative action goal for the October 1, 2007 – September 30, 2008 time period. One goal was to add a male minority to the Professional and Scientific category. This goal was met.

Iowa School for the Deaf believes it is important to have a diverse group of employees on our campus. As an education facility for deaf and hard of hearing children, deaf and hard of hearing staff members are also very important. Traditionally, it has been difficult to recruit deaf professionals to this area of the country. Three of our seven new hires during this year are deaf or hard of hearing. 19.7 percent of our current employees are deaf. This is an increase over the previous year.

The number of minority employees stayed the same this year. ISD will continue to work for applicant pools which represent a diverse cross-section of the population and to ensure all applicants are considered fairly.

Recruiting efforts for ISD positions center around the Omaha/Council Bluffs area for the non-exempt positions. For vacancies in our executive, teaching, and professional positions, we do nation-wide searches. Routinely, we list positions with the Iowa Workforce, Nebraska Job Service, local and regional newspapers. Additionally, we have contacted local Area Educational Associations, deaf schools, several deaf related internet sites, colleges that offer programs which match our needs, journals, sign language interpreter registries, and employee referrals. The ISD web-site has been successful in announcing vacancies to a wider population. This web-site and the deaf related internet publications greatly assist us in reaching the highly specialized professional employees we need. However, there is still an extremely limited pool for these positions.

**Iowa School for the Deaf  
Affirmative Action Hiring Goals  
October 1, 2008 – September 30, 2009**

<b>Category</b>	<b>Projected Vacancies</b>	<b>Female Majority</b>	<b>Female Minority</b>	<b>Male Minority</b>
Exec/Adm/Mgmt				
Faculty-Tenured				
Faculty-Non-Tenured	1			
Professional/Scientific	1			
Secretarial/Clerical				
Tech/Paraprofessional	2		1	
Skilled Crafts	1			
Service/Maintenance				

ISD will continue to utilize and enhance all the recruiting efforts currently established. We are also hopeful that the ISD website will continue to be an important recruiting tool. We have also done some campus visits to build contacts and relationships with universities which train professionals to work in deaf education. Hosting deaf education student teachers and practicum students assists us in making contacts with recent graduates in the field.

**AFFIRMATIVE ACTION REVENUES AND EXPENDITURES  
FY 2008**

Department Name: Board of Regents  
 Person Completing Report: Marcia Brunson  
 E-mail Address: [mbruns@iastate.edu](mailto:mbruns@iastate.edu)

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
<b>REVENUES</b>				
<b>STATE APPROPRIATIONS</b>				
General Fund			273,875	273,875
Other				-
<b>OTHER REVENUES</b>				
Federal Support				-
Interest				-
Tuition and Fees				-
Reimb. Indirect Costs				-
Sales and Services				-
Other Income				-
<b>TOTAL REVENUES</b>	-	-	273,875	273,875
<b>EXPENDITURES</b>				
Fac. & Inst. Off. Salaries				-
Prof. & Sci. Staff Salaries			175,411	175,411
General Service Staff Salaries			52,597	52,597
Hourly Wages			7,183	7,183
Labor in Transfers				-
Vacancy Factor				-
Subtotal - Salaries	-	-	235,191	235,191
Prof. And Scientific Supplies			38,684	38,684
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	-	-	38,684	38,684
<b>Total</b>	-	-	273,875	273,875